

**Written under the Behavioural Science Framework 2015**

**Accredited from 2016 – 2020 (Extended to 2021)**

**Supporting Qualifications from CHC Community Services Training Package release 2.0:**(refer *training.gov.au*)

CHC24015 **Certificate II in Active Volunteering**

CHC22015 **Certificate II in Community Services**

**Statement of Attainment** CHC30113 **Certificate III in Early Childhood Education and Care**

Social and Community Work

A/M/V

Front Cover Art provided by Canberra College student Aidan Giddings

## Student Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These ‘capabilities’ comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

* Literacy
* Numeracy
* Information and communication technology (ICT) capability
* Critical and creative thinking
* Personal and social capability
* Ethical behaviour
* Intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

* Aboriginal and Torres Strait Islander histories and cultures
* Asia and Australia’s engagement with Asia
* Sustainability

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Course Adoption Form for Accredited Courses | | | | | |
| The college is entered on the National Register (training.gov.au) to award Certificates or Statements of Attainment (SOA) delivered by this course (V Adoption only)  🞏 Yes 🞏 No | | | | | | | |
| College: | | | | | | | |
| Course Title: Social and Community Work | | | Classification: **A** | | 🞏 V Adoption | | |
| Framework: Behavioural Science | | | | | | | |
| **Dates of Course Accreditation:** | | | From | 2016 | to | 2020 | |
| Identify units to be adopted by ticking the check boxes | | | | | | | |
| **Adopt** | Unit Title | | | | Value (1.0/0.5) | | Length |
| 🞏 | Work in Community Services | | | | 1.0 | | S |
| 🞏 | Work in Community Services a | | | | 0.5 | | Q |
| 🞏 | Work in Community Services b | | | | 0.5 | | Q |
| 🞏 | Interact with Children | | | | 1.0 | | S |
| 🞏 | Interact with Children a | | | | 0.5 | | Q |
| 🞏 | Interact with Children b | | | | 0.5 | | Q |
| 🞏 | **Work with Young People** | | | | 1.0 | | S |
| 🞏 | Work with Young People a | | | | 0.5 | | Q |
| 🞏 | Work with Young People b | | | | 0.5 | | Q |
| 🞏 | Disability and Aged Care | | | | 1.0 | | S |
| 🞏 | Disability Work | | | | 0.5 | | Q |
| 🞏 | Aged Care Work | | | | 0.5 | | Q |
| 🞏 | Introduction to Active Volunteering | | | | 1.0 | | S |
| 🞏 | Introduction to Active Volunteering a | | | | 0.5 | | Q |
| 🞏 | Introduction to Active Volunteering b | | | | 0.5 | | Q |
| 🞏 | **Participate in Active Volunteering** | | | | 1.0 | | S |
| 🞏 | Participate in Active Volunteering a | | | | 0.5 | | Q |
| 🞏 | Participate in Active Volunteering b | | | | 0.5 | | Q |
| 🞏 | Community Services SWL | | | | 0.5 | | Q |
| 🞏 | Active Volunteering SWL | | | | 0.5 | | Q |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The units below can only be adopted by colleges that are scoped to deliver a Statement of Attainment in Early Childhood Education and Care. | | | | |
| 🞏 | Working in Early Childhood | | 1.0 | S |
| 🞏 | Working in Early Childhood a | | 0.5 | Q |
| 🞏 | Working in Early Childhood b | | 0.5 | Q |
| 🞏 | **Development and Nutrition** | | 1.0 | S |
| 🞏 | Development and Nutrition a | | 0.5 | Q |
| 🞏 | Development and Nutrition b | | 0.5 | Q |
| 🞏 | **Relationships in Early Childhood** | | 1.0 | S |
| 🞏 | Relationships in Early Childhood a | | 0.5 | Q |
| 🞏 | Relationships in Early Childhood b | | 0.5 | Q |
| 🞏 | **Early Childhood Health and Safety** | | 1.0 | S |
| 🞏 | Early Childhood Health and Safety a | | 0.5 | Q |
| 🞏 | Early Childhood Health and Safety b | | 0.5 | Q |
| 🞏 | SWL Early Childhood Education and Care 1 | | 0.5 | Q |
| 🞏 | SWL Early Childhood Education and Care 2 | | 0.5 | Q |
| 🞏 | SWL Early Childhood Education and Care 3 | | 0.5 | Q |
|  | | | | |
| Adoption The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course. | | | | |
| Principal: / /20 | | College Board Chair: / /20 | | |
| BSSS Office Use  Entered into database: / /20 | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Course Adoption Form for Modified Courses | | | | | |
| The college is entered on the National Register (training.gov.au) to award Certificates or Statements of Attainment (SOA) delivered by this course (V Adoption only)  🞏 Yes 🞏 No | | | | | | | |
| College: | | | | | | | |
| Course Title: Social and Community Work | | | Classification: **M** | | 🞏 V Adoption | | |
| Framework: Behavioural Science | | | | | | | |
| **Dates of Course Accreditation:** | | | From | 2016 | to | 2020 | |
| Identify units to be adopted by ticking the check boxes | | | | | | | |
| **Adopt** | Unit Title | | | | Value (1.0/0.5) | | Length |
| 🞏 | Work in Community Services | | | | 1.0 | | S |
| 🞏 | Work in Community Services a | | | | 0.5 | | Q |
| 🞏 | Work in Community Services b | | | | 0.5 | | Q |
| 🞏 | Interact with Children | | | | 1.0 | | S |
| 🞏 | Interact with Children a | | | | 0.5 | | Q |
| 🞏 | Interact with Children b | | | | 0.5 | | Q |
| 🞏 | **Work with Young People** | | | | 1.0 | | S |
| 🞏 | Work with Young People a | | | | 0.5 | | Q |
| 🞏 | Work with Young People b | | | | 0.5 | | Q |
| 🞏 | Disability and Aged Care | | | | 1.0 | | S |
| 🞏 | Disability Work | | | | 0.5 | | Q |
| 🞏 | Aged Care Work | | | | 0.5 | | Q |
| 🞏 | Introduction to Active Volunteering | | | | 1.0 | | S |
| 🞏 | Introduction to Active Volunteering a | | | | 0.5 | | Q |
| 🞏 | Introduction to Active Volunteering b | | | | 0.5 | | Q |
| 🞏 | **Participate in Active Volunteering** | | | | 1.0 | | S |
| 🞏 | Participate in Active Volunteering a | | | | 0.5 | | Q |
| 🞏 | Participate in Active Volunteering b | | | | 0.5 | | Q |
| 🞏 | Community Services SWL | | | | 0.5 | | Q |
| 🞏 | Active Volunteering SWL | | | | 0.5 | | Q |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The units below can only be adopted by colleges that are scoped to deliver a Statement of Attainment in Early Childhood Education and Care. | | | | |
| 🞏 | Working in Early Childhood | | 1.0 | S |
| 🞏 | Working in Early Childhood a | | 0.5 | Q |
| 🞏 | Working in Early Childhood b | | 0.5 | Q |
| 🞏 | **Development and Nutrition** | | 1.0 | S |
| 🞏 | Development and Nutrition a | | 0.5 | Q |
| 🞏 | Development and Nutrition b | | 0.5 | Q |
| 🞏 | **Relationships in Early Childhood** | | 1.0 | S |
| 🞏 | Relationships in Early Childhood a | | 0.5 | Q |
| 🞏 | Relationships in Early Childhood b | | 0.5 | Q |
| 🞏 | **Early Childhood Health and Safety** | | 1.0 | S |
| 🞏 | Early Childhood Health and Safety a | | 0.5 | Q |
| 🞏 | Early Childhood Health and Safety b | | 0.5 | Q |
| 🞏 | SWL Early Childhood Education and Care 1 | | 0.5 | Q |
| 🞏 | SWL Early Childhood Education and Care 2 | | 0.5 | Q |
| 🞏 | SWL Early Childhood Education and Care 3 | | 0.5 | Q |
|  | | | | |
| Adoption The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course. | | | | |
| Principal: / /20 | | College Board Chair: / /20 | | |
| BSSS Office Use  Entered into database: / /20 | | | | |

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# VET Qualifications

## CHC24015 Certificate II in Active Volunteering

To receive the Certificate II in Active Volunteering the following packaging rules apply:

* 4 core units
* 3 elective units and
* 1 Structured Workplace Learning unit (0.5) is highly recommended

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to the Standards for National VET Regulator Registered Training Organisations 2015.

### Competencies for Certificate II in Active Volunteering

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| **BSBCMM201** | **Communicate in the workplace** | Core |
| **CHCDIV001** | **Work with diverse people** | Core |
| **CHCVOL001** | **Be an effective volunteer\*** | Core |
| **HLTWHS001** | **Participate in workplace health and safety** | Core |
| CHCCOM005 | Communicate and work in health or community services | Elective |
| FSKOCM07 | Interact effectively with others at work | Elective |
| FSKLRG09 | Use strategies to respond to routine workplace problems | Elective |
| FSKWTG09 | Write routine workplace texts | Elective |

\*Minimum 20 hours of volunteering

## CHC22015 Certificate II in Community Services

To receive the Certificate II in Community Services the following packaging rules apply:

* 5 core units
* 4 elective units and
* 1 Structured Workplace Learning unit (0.5) is highly recommended

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to the Standards for National VET Regulator Registered Training Organisations 2015.

### Competencies for Certificate II in Community Services

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| **CHCCOM001** | **Provide first point of contact** | Core |
| **CHCCOM005** | **Communicate and work in health or community services** | Core |
| **CHCDIV001** | **Work with diverse people** | Core |
| **HLTWHS001** | **Participate in workplace health and safety** | Core |
| **BSBWOR202** | **Organise and complete daily work activities** | Core |
| CHCAGE001 | Facilitate the empowerment of older people | Elective |
| CHCCDE003 | Work within a community development framework | Elective |
| CHCPRT001 | Identify and respond to children and young people at risk | Elective |
| CHCVOL001 | Be an effective volunteer\* | Elective |
| CHCYTH001 | Engage respectfully with young people | Elective |
| BSBWOR201 | Manage personal stress in the workplace | Elective |
| FSKOCM07 | Interact effectively with others at work | Elective |

\*Minimum 20 hours of volunteering

## CHC30113 Statement of Attainment in Certificate III in Early Childhood Education and Care

To receive the Certificate III in Early Childhood Education and Care the following packaging rules apply:

18 units of competency must be achieved:

* 15 core units
* 3 elective units and

To deliver training and assessment in Certificate III in Early Childhood Education and Care colleges must:

* be scoped for individual units of competence
* have a fully functioning skills centre and
* be working in partnership with an RTO scoped to deliver the full qualification.

Delivery

* In the college program 9 units of competence, including first aid, will be delivered and/or managed **AND**
* 3 Structured Workplace Learning units (3 x 0.5) in an Early Childhood Education and Care setting. These include: early childhood and education centres, after school care programs, holiday activity programs, preschools and primary schools.
* 8 core and 1 elective units will be delivered by an external provider

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment (SOA) listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

### Competencies for a SOA in Certificate III in Early Childhood Education and Care

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCLEG001 | **Work legally and ethically** | Core |
| CHCECE002 | **Ensure the health and safety of children** | Core |
| CHCECE004 | **Promote and provide healthy food and drinks** | Core |
| CHCECE007 | **Develop positive and respectful relationships with children** | Core |
| CHCECE010 | **Support the holistic development of children in early childhood** | Core |
| HLTWHS001 | **Participate in workplace health and safety** | Core |
| HLTAID004 | **Provide an emergency first aid response in an education and care setting\*** | Core |
| CHCECE009 | **Use an approved learning framework to guide practice** | Core |
| CHCECE006 | Support behaviour of children and young people\*\* | Elective |

\*This unit of competence will be delivered and assessed externally. Students will be given credit transfer for this competency.

\*\*To be awarded this competency, skills must be demonstrated in a regulated education and care service.

### VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges. Grouping of half units is restricted to patterns shown below.

Competencies designated at the Certificate III level can only be delivered by schools that have scope to do so. Colleges must apply to have additional competencies at a higher level listed on their scope of registration.

NOTE: When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

### VET Implementation Summary

|  |  |
| --- | --- |
| BSSS Unit Title | Competencies |
| **Work in Community Services**  **A/M/V 1.0** | **CHCCOM001 Provide first point of contact**  HLTWHS001 Participate in workplace health and safety  **CHCVOL001 Be an effective volunteer \*** |
| Work in Community Services a  A/M/V 0.5 | CHCCOM001 Provide first point of contact  HLTWHS001 Participate in workplace health and safety |
| Work in Community Services b A/M/V 0.5 | HLTWHS001 Participate in workplace health and safety  CHCVOL001 Be an effective volunteer \* |
| **Interact with Children**  **A/M/V 1.0** | **CHCCOM005 Communicate and work in health or community services**  CHCPRT001 Identify and respond to children and young people at risk  **BSBWOR202 Organise and complete daily work activities** |
| Interact with Children a  A/M/V 0.5 | CHCCOM005 Communicate and work in health or community services  BSBWOR202 Organise and complete daily work activities |
| Interact with Children b  A/M/V 0.5 | CHCPRT001 Identify and respond to children and young people at risk  BSBWOR202 Organise and complete daily work activities |
| **Work with Young People**  **A/M/V 1.0** | **CHCYTH001 Engage respectfully with young people**  **BSBWOR201 Manage personal stress in the workplace**  **CHCCDE003 Work within a community development framework** |
| Work with Young People a  A/M/V 0.5 | CHCYTH001 Engage respectfully with young people  BSBWOR201 Manage personal stress in the workplace |
| Work with Young People b  A/M/V 0.5 | CHCCDE003 Work within a community development framework |

|  |  |
| --- | --- |
| **Disability and Aged Care**  **A/M/V 1.0** | **CHCDIV001 Work with diverse people**  **FSKOCM07 Interact effectively with others at work**  **CHCAGE001 Facilitate the empowerment of older people** |
| Disability Work  A/M/V 0.5 | CHCDIV001 Work with diverse people  FSKOCM07 Interact effectively with others at work |
| Aged Care Work  A/M/V 0.5 | CHCDIV001 Work with diverse people  CHCAGE001 Facilitate the empowerment of older people |
| **Introduction to Active Volunteering**  **A/M/V 1.0** | **HLTWHS001 Participate in workplace health and safety**  **BSBCMM201 Communicate in the workplace**  **CHCVOL001 Be an effective volunteer\***  **FSKLRG09 Use strategies to respond to routine workplace problems** |
| Introduction to Active Volunteering a  A/M/V 0.5 | HLTWHS001 Participate in workplace health and safety  FSKLRG09 Use strategies to respond to routine workplace problems |
| Introduction to Active Volunteering b  A/M/V 0.5 | BSBCMM201 Communicate in the workplace  CHCVOL001 Be an effective volunteer\* |
| **Participate in Active Volunteering**  **A/M/V 1.0** | **CHCDIV001 Work with diverse people**  **CHCCOM005 Communicate and work in health or community services**  **FSKWTG09 Write routine workplace texts**  **FSKOCM07 Interact effectively with others at work** |
| Participate in Active Volunteering a  A/M/V 0.5 | FSKWTG09 Write routine workplace texts  FSKOCM07 Interact effectively with others at work |
| Participate in Active Volunteering b  A/M/V 0.5 | CHCDIV001 Work with diverse people  CHCCOM005 Communicate and work in health or community services |
| Community Services SWL  A/M/V 0.5 | CHCCOM005 Communicate and work in health or community services  BSBWOR202 Organise and complete daily work activities  HLTWHS001 Participate in workplace health and safety |
| Active Volunteering SWL  A/M/V 0.5 | CHCVOL001 Be an effective volunteer  HLTWHS001 Participate in workplace health and safety |

\*Minimum 20 hours of volunteering

|  |  |
| --- | --- |
| The following units contain **Certificate III** competencies and can only be delivered by colleges that have these units of competencies listed on their scope | |
| Working in Early Childhood  A/M/V 1.0 | **CHCLEG001 Work legally and ethically**  **CHCECE009 Use an approved learning framework to guide practice**  HLTWHS001 Participate in workplace health and safety |
| Working in Early Childhood a  A/M/V 0.5 | CHCECE009 Use an approved learning framework to guide practice |
| Working in Early Childhood b  A/M/V 0.5 | CHCLEG001 Work legally and ethically  HLTWHS001 Participate in workplace health and safety |
| **Development and Nutrition A/M/V 1.0** | CHCECE010 Support the holistic development of children in early childhood  CHCECE004 Promote and provide healthy food and drinks |
| Development and Nutrition a A/M/V 0.5 | CHCECE010 Support the holistic development of children in early childhood |
| Development and Nutrition b A/M/V 0.5 | CHCECE004 Promote and provide healthy food and drinks |
| **Relationships in Early Childhood A/M/V 1.0** | CHCECE007 Develop positive and respectful relationships with children  CHCECE006 Support behaviour of children and young people\*\* |
| Relationships in Early Childhood a A/M/V 0.5 | CHCECE007 Develop positive and respectful relationships with children |
| Relationships in Early Childhood b A/M/V 0.5 | CHCECE006 Support behaviour of children and young people\*\* |
| **Early Childhood Health and Safety A/M/V 1.0** | **CHCECE002 Ensure the health and safety of children**  HLTAID004 Provide an emergency first aid response in an education and care setting\*\*\* |
| Early Childhood Health and Safety a A/M/V 0.5 | CHCECE002 Ensure the health and safety of children |
| Early Childhood Health and Safety b A/M/V 0.5 | CHCECE002 Ensure the health and safety of children |
| SWL Early Childhood Education and Care 1 A/M/V 0.5 | HLTWHS001 Participate in workplace health and safety  CHCLEG001 Work legally and ethically  CHCECE009 Use an approved learning framework to guide practice |
| SWL Early Childhood Education and Care 2 A/M/V 0.5 | CHCECE010 Support the holistic development of children in early childhood  CHCECE004 Promote and provide healthy food and drinks |
| SWL Early Childhood Education and Care 3 A/M/V 0.5 | CHCECE007 Develop positive and respectful relationships with children  CHCECE006 Support behaviour of young people |

\*\*To be awarded this competency, skills must be demonstrated in a regulated education and care service.

\*\*\*This unit of competence will be delivered and assessed externally. Students will be given credit transfer for this competency.

# Course Name

Social and Community Work

# Course Classification

A/M/V

# Training Package Code and Title

CHC Community Services Training Package release 2.0

# Course Framework

Behavioural Science 2015

# Course Developers

|  |  |  |
| --- | --- | --- |
| Name | Qualifications | College |
| Helen Clarke | Dip. Ed (Early Childhood);  B. Ed (Special Education);  Cert. IV Training and Assessment (TAE40110) | Erindale College |
| Jenny Cowell | B. Ed (Home Economics);  SOA Certificate III in Community Work;  Cert. IV in Training and Assessment (TAE40110) | Dickson College |
| Kirstin DeMontis | Cert. IV Training and Assessment (TAE40110)  B. Ed (Physical Education Secondary Education)  Post Graduate Cert in Education (Career Education) | Gungahlin College |
| Janelle Jolly | B. Ed (Home Economics)  Cert. IV Training and Assessment (TAE40110) | St Mary MacKillop College |
| Judy McDonald | B.A. Dip Ed (Geog./Psych);  B. Ed (Early Childhood);  Grad. Cert. Careers Education and Development;  Cert. IV Training and Assessment (TAE40110) | St Clare’s College |
| Kerry McDonnell | B.A. Dip Ed  Certificate II in Information, Digital Media and Technology  Certificate III in Business  Certificate I in Active Volunteering  Cert IV Career Development  Cert. IV Training and Assessment (TAE40110) | Merici College |
| Jane Southerton | B.A. Dip Ed; M.Ed. T/L;  Cert. IV Training and Assessment (TAE40110) | Hawker College |

This group gratefully acknowledges the work of previous developers

# Evaluation of Previous Course

This course has been redeveloped to reflect the new Behavioural Science Framework 2015 and a major review of the Community Services training package.

The writers wish to emphasise the importance of using **training.gov.au** together with this course document to ensure currency of all documentation. The new training package is **CHC Community Services Training Package release 2.0.**

**It is essential to note that the qualifications and units of competence delivered in this course are all new and not equivalent to those in any previous BSSS course.**

CHC22015 Certificate II in Community Services (Release 1)

CHC24015 Certificate II in Active Volunteering (Release 1)

The new Certificate II in Community Services qualification is very general so the writers have imported two certificate III level units of competence, one related to older people and one to young people.

The writers have organised the 4 community service units according to themes – Work in community services, interact with children, work with young people and disability and aged care. This was done to expose students to a range of sectors and career pathways in the industry.

The writers have also included active volunteering units which lead to a Certificate II in Active Volunteering.

# Course Length and Composition

The following combinations of 0.5 units have been approved by the Behavioural Science panel as having coherence of purpose and clarity. No other combinations of 0.5 units have been accredited.

|  |  |
| --- | --- |
| Unit Titles | Unit Value |
| Work in Community Services | 1.0 |
| Work in Community Services a | 0.5 |
| Work in Community Services b | 0.5 |
| Interact with Children | 1.0 |
| Interact with Children a | 0.5 |
| Interact with Children b | 0.5 |
| Work with Young People | 1.0 |
| Work with Young People a | 0.5 |
| Work with Young People b | 0.5 |
| Disability and Aged Care | 1.0 |
| Disability Work | 0.5 |
| Aged Care Work | 0.5 |
| Introduction to Active Volunteering | 1.0 |
| Introduction to Active Volunteering a | 0.5 |
| Introduction to Active Volunteering b | 0.5 |
| **Participate in Active Volunteering** | 1.0 |
| Participate in Active Volunteering a | 0.5 |
| Participate in Active Volunteering b | 0.5 |
| SWL Units | |
| Community Services SWL | 0.5 |
| Active Volunteering SWL | 0.5 |
| Statement of Attainment towards CHC30113 Certificate III in Early Childhood Education and Care. Colleges must be separately scoped to deliver these units. | |
| **Working in Early Childhood** | 1.0 |
| Working in Early Childhood a | 0.5 |
| Working in Early Childhood b | 0.5 |
| **Development and Nutrition** | 1.0 |
| Development and Nutrition a | 0.5 |
| Development and Nutrition b | 0.5 |
| **Relationships in Early Childhood** | 1.0 |
| Relationships in Early Childhood a | 0.5 |
| Relationships in Early Childhood b | 0.5 |
| **Early Childhood Health and Safety** | 1.0 |
| Early Childhood Health and Safety a | 0.5 |
| Early Childhood Health and Safety b | 0.5 |
| SWL Early Childhood Education and Care 1 | 0.5 |
| SWL Early Childhood Education and Care 2 | 0.5 |
| SWL Early Childhood Education and Care 3 | 0.5 |

## Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To receive a course, students must complete at least the **minimum** units over the whole minor, major, major/minor or double major course.

|  |  |
| --- | --- |
| Course | **Number of standard units to meet course requirements** |
| Minor | Minimum of 2 units |
| Major | Minimum of 3.5 units |
| Major Minor | Minimum of 5.5 units |
| Double Major | Minimum of 7 units |

# Implementation Guidelines

## Compulsory units

There are no compulsory BSSS accredited units in this course. However, there are Units of Competence that are **core** to specific qualifications and need to be achieved in order to gain a vocational certificate.

## Prerequisites for the course or units within the course:

There are no prerequisites in this course, but structured workplace learning is highly recommended for all students.

## Arrangements for students continuing study in this course

Students continuing in this course from the previous course must study units not previously undertaken. Please refer to Duplication of Content rules below and mapping tables on pages 12 – 15 for further information on duplication in units within the course.

## New and/or updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the composition of competencies within a qualification. Where qualifications from the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies.

Granting of RPL for competencies does not equate to points towards the Senior Secondary Certificate. Refer to RPL on page 22.

## Duplication of Content

### Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. While it is acceptable for a student to be given the opportunity to demonstrate competence over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

### Duplication of Units

There is significant duplication of content between the Active Volunteering and Community Services qualifications. Schools cannot offer both qualifications to the same student group.

### Units from other courses

No units can be imported from other courses.

### Relationship to other courses

This course shares common competencies with other BSSS accredited courses:

* Business Studies (1 unit of competence)
* Pathways to Work and Learning (3 units of competency)

## Suggested Implementation Patterns

Implementation may vary according to individual college choice of units.

#### To gain a Certificate II in Community Services a suggested implementation pattern is:

|  |  |
| --- | --- |
| **Implementation Pattern** | **Units** |
| Semester 1, Year 11 | Work in Community Services |
| Semester 2 , Year 11 | Interact with Children |
| Semester 1, Year 12 | Work with Young People |
| Semester 2, Year 12 | Disability and Aged Care |

#### To gain a SOA in Certificate III in Early Childhood Education and Care a suggested implementation pattern is:

|  |  |
| --- | --- |
| **Implementation Pattern** | **Units** |
| Semester 1, Year 11 | Working in Early Childhood |
| Semester 2 , Year 11 | Development and Nutrition |
| Semester 1, Year 12 | Relationships in Early Childhood |
| Semester 2, Year 12 | Early Childhood Health and Safety |

# Subject Rationale

Social and Community work is a vocational course that provides entry level training for students interested in working in the sector. It will also provide a pathway to higher level qualifications in disability, aged care, early childhood education and care, and youth services. Students will develop interpersonal and communication skills vital for working with people. They will also develop critical skills in the areas of human rights, and social justice.

The community services industry has undergone major reforms in the areas of service delivery and demand. This has been driven by a move to a person centred and consumer directed approach to work in the sector. These major changes have resulted in job redesigns and the emergence of new job roles. Students entering the community services sector are increasingly required to work in multidisciplinary teams, collaborating with other professionals to implement ‘wellness’ models of health and well-being.

Volunteers make significant contributions to society, including the community services sector. Students will have the opportunity to participate in a variety of volunteering activities which promote lifelong contributions to the local and global community.

Students will learn to work within ethical and legislative requirements with clients who have increasingly complex needs and require tailored care and support approaches that reflect increasing client choice.

The diagram below outlines the different ways in which Work in Community Services a may be classified.

**By Sector** e.g.

* Children’s services
* Disability work
* Aged care
* Youth work
* Mental health
* Alcohol and other drugs
* Youth justice

**By Occupation** e.g.

* Youth worker
* Community development worker
* Support worker
* Case worker
* Outreach worker
* Community support worker

**By Client interaction** e.g.

* Individual
* Family
* Group
* Community

**By Client** e.g.

* Child
* Young Person
* Person with a disability
* Older person
* CALD
* Person in crises
* Family needing support

**By Business operation** e.g.

* Service management
* Service coordination
* Client administration

**By Service type** e.g.

* Personal care
* Support for living
* Advocacy
* Counselling
* Mediation
* Community development
* Intervention
* Case management

# Goals

All courses based on this Course Framework should enable students to:

* analyse the nature of human behaviour and the impact of factors that influence how humans feel, think and act at an individual, group and societal level
* understand the influence of historical, political, technological and cultural contexts on behaviour
* analyse values and attitudes and evaluate their influence on behaviour
* reflect on individual differences, including social and cultural diversity through developing social skills, values and awareness
* apply community service knowledge and skills to develop insights on individuals and society
* communicate in a range of modes and mediums for specific purposes and audiences
* understand the nature and purposes of the community services
* apply skills in community service contexts
* explore a variety of career pathways in the community services sector
* apply the legal and ethical principles of social justice, human rights and WHS in community service contexts
* apply practical skills for working with people in the community services sector

## **Student Group**

This course is designed for students interested in exploring a range of social and community service sectors including Children’s Services, Disability, Aged Care and Youth Work. It focuses on the fundamental skills and underpinning knowledge to pursue further training and work in a range of careers that involve working with people.

# Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual’s formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfill the time based component of units that contributes to points and A to E grading for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview or other means that the teacher deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competency must be demonstrated in the community services sector context.

# Content

## Concepts, Knowledge and Skills

Courses developed under this Framework provide details of course content through the component units of the course. While this content will differ according to the particular course, all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

### Concepts and Knowledge

* community
* culture
* individual versus society
* norms and values
* nature versus nurture

### Skills

* critical thinking, creative thinking, analysis
* evaluation, reflection and synthesis
* research
* application of concepts, models and principles
* problem solving and decision making
* communication
* use of technology
* logic and reasoning
* work independently and collaboratively

# Teaching and Learning Strategies

This course will attract students with a wide range of abilities and interests. Some will aim to achieve a national qualification; others may not be able to achieve all the learning outcomes as outlined in the Units of Competence. Teaching and learning strategies must accommodate these differences.

It is recommended that teachers use a variety of modes of presentation to address different learning styles. Structured Workplace Learning is highly recommended (mandatory for the Certificate III qualification) for extension of students’ understanding of the real world of work. Simulated work environments are also valuable. Variety in delivery mode can also contribute to more meaningful and motivating learning experiences.

Teaching strategies that are particularly relevant and effective include:

* Cooperative learning
* Scaffolding of new concepts
* Lectures/ tutorials/ seminars
* Excursions
* Guest speakers
* Use of technology
* Research
* Surveys and questioning
* Opportunities to develop a wide range of appropriate practical skills
* Debates/Discussion
* Role plays and scenario’s
* Interviews
* Timelines/ mind maps/ brainstorming
* Simulations that reflect real working conditions
* Reflection and Evaluation
* Links with a range of human and community providers/facilities
* Case studies, journal and newspaper articles and personality profiles
* Oral questioning and observation activities

## Reasonable Adjustment

The A/M units are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

# Assessment

The identification of assessment criteria and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all of these criteria to assess students’ performance, but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills. It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

**Rubrics** use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

## VET Assessment

In addition, tasks provide evidence required to deem a student competent. Elements of competence for each Unit of Competency indicate the essential concepts and knowledge that underpin each skill or skills set. Some Training Packages have a mandatory structured work learning (SWL) placement where skills may be demonstrated in an industry setting.

## Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

* knowledge and understanding
* skills

## Assessment Task Types

|  |  |  |
| --- | --- | --- |
| Task Type | Test | Inquiry |
|  | A test may include:   * multiple choice * short answer responses * extended response * in-class essay | Suggested tasks may include:   * oral presentation * research report * experimental report/survey * literature review * essay * seminar * multimedia presentation * case studies * film study * diary/ journal entry * public campaign * role play * journal article * model * sociogram * artwork |
| Weightings in A/T 1.0 Units | 40 - 60% | 40 - 60% |
| Weightings in A/T 0.5 Units | 40 - 60% | 40 - 60% |
| Weightings in M 1.0 and 0.5 Units | 10 - 90% | 10 - 90% |

### Additional Assessment Advice

* For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
* For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
* Suggested guidelines for a written task: **A** 500 - 800, **T** 800 - 1500 words.
* Suggested guidelines for an oral presentation: **A** 5 - 8 minutes **T:** 8 - 15 minutes
* It is highly recommended that students undertake a research report or experimental report/survey during the course of their study.

## Achievement Standards

Student achievement in A, T and M units is reported based on system standards as an A-E grade. Grade descriptors, and standard work samples where available, provide a guide for teacher judgement of students’ achievement over the unit.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

## Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

* **Task skills** – undertaking specific work place task(s)
* **Task management skills** – managing a number of different tasks to complete a whole work activity
* **Contingency management skills** – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
* **Job/role environment skills** – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

* assessment is competency based
* assessment is criterion-referenced

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the integrated competency assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

* use the appropriate key competencies,
* apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace,
* integrate the most critical aspects of the competencies for which workplace competency must be demonstrated, and
* provide evidence for grades and or scores for the Board course component of the assessment process.

## Structured Workplace Learning (SWL): Assessment

Structured Workplace Learning is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence, and achievement of outcomes and requirements of a particular Training Package. (Please refer to BSSS Policies and Procedures Manual for Board policy on SWL)

Students must be able to demonstrate identified competencies in SWL units with direct reference to elements of competence and required skills and knowledge from the relevant Training Package. Assessment of SWL units is competency based and reliant on the gathering of sufficient evidence from a student’s work placement. Students will be awarded a grade Pass or Participated in the SWL unit (refer section 4.3.6.3 Unit Grades – BSSS Policies and Procedures Manual).

# Student Capabilities

#### Literacy

A major focus to enhance this skill is to give the students written tasks that reflect the requirements of the workplace in the Community Services sector. This would include creating work schedules and reflecting on the experiences of those they seek to care for. It will also include using and/or creating industry standard documentation such as case notes and observations, incident and accident report forms, risk assessments, policy and procedures, relevant legislation etc.

#### Numeracy

Students access directly relevant numerical skills around financial literacy and interpreting statistics and data. They will use industry standard documentation to record and tally data collected through observations in different Community Service workplaces, simulated client meetings and research on the sector.

#### Information and communication technology (ICT) capability

The Community Services sector uses digital technology extensively for record keeping and communicating with clients, so students need to develop these skills. They do this through simulation scenarios, assessment items and their work placements.

#### Critical and creative thinking

Students learn to be critical thinkers through considering issues raised in case studies and workplace situations. They develop creative thinking through seeking solutions to issues and devising activities for clients in simulated and actual work environments.

#### Personal and social capability

All students studying Social and Community Work learn about issues that affect the most vulnerable people in society and this can be confronting. Students develop personal capability through learning to help others and manage their own stress. Social capability is the core of this subject and students are constantly developing their capacity to appropriately interact with others, both clients and colleagues.

#### Ethical behaviour

Students are supported to understand and work in a variety of community organisations and learn the legislation, policies, culture, values and ethics that apply in the workplace. For this they must research the different sectors of Community Services, understand the role they have in society in seeking to assist and protect vulnerable clients. Students undertake to work ethically in the sector, respecting confidentiality and duty of care.

#### Intercultural understanding

Students are required to work through a variety of tasks which enhance their understanding of other cultures. Collaborative tasks within the class and workplace informally support student capability, in addition to the completion of competencies teaching the skills of working with culturally diverse clients.

# Cross Curriculum Priorities

#### Aboriginal and Torres Strait Islander histories and cultures

Social and Community students need to be aware of cultural sensitivities when working with Aboriginal and Torres Strait Islander clients in the Community Services sector. These are covered in competencies concerned with responding to clients and providing culturally appropriate service information.

#### Asia and Australian’s engagement with Asia

Aspects of this are covered in the competencies which deal with community development and working with diverse people. Students in Social and Community learn to work with many groups and individuals across all cultures, including our nearest neighbours in this region.

#### Sustainability

Being environmentally and sustainably aware is an essential part of learning to work in the Community sector. Organisations and employers require students to work sustainably for the good of the service and the benefit of the clients.

# Unit Grades

Grade descriptors provide a guide for teacher judgement of students’ achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organised on an A-E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. When allocating grades, teachers will consider the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the system grade descriptors, which describe generic standards of student achievement across all courses.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Unit Grade Descriptors for Behavioural Science A Course Year 11 | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Knowledge and understanding | * analyses theories, concepts and models used to explain behaviour | * discuss theories, concepts and models used to explain behaviour | * interprets theories, concepts and models used to explain behaviour | * describes theories, concepts and models used to explain behaviour | * identifies theories, concepts and models used to explain behaviour |
| * analyses the nature and purpose of behavioural science | * discuss the nature and purpose of behavioural science | * interprets the nature and purpose of behavioural science | * describes the nature and purpose of behavioural science | * identifies the nature and purpose of behavioural science |
| * compares perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * discuss perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | * identifies perspectives and ideas with some reference to how humans think, feel and act at an individual, group and societal level | * identifies some perspectives and ideas with little or no reference to how humans think, feel and act at an individual, group and societal level |
| Skills | * analyses theories, concepts and models to provide an evidence-based critique and discussion for alternatives ways of thinking about behaviour | * explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour | * describes theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour | * describes theories, concepts and models from a personal perspective with some reference to evidence and alternative ways of thinking about behaviour | * considers claims from a personal perspective with little or no reference to evidence and alternative ways of thinking about behaviour |
| * communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes | * communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes | * communicates in a range of modes, styles and genres for specific purposes genres for specific audiences and purposes | * communicates in some modes and genres for specific audiences and purposes | * communicates with little or no reference to audiences and purposes |
| * plans and undertakes independent inquiries and analyses relevant data and information based on an analysis of valid and reliable sources | * plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources | * undertakes guided inquiries and analyses data and information based on a range of appropriate sources | * undertakes guided inquiries using limited sources | * undertakes simple research on a topic with little or no reference to sources |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Unit Grade Descriptors for Behavioural Science A Course Year 12 | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Knowledge and understanding | analyses theories, concepts and models used to explain behaviour and explains their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | discuss theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | interprets theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level | describes theories, concepts and models used to explain behaviour and identifies some limitations and assumptions on how humans think, feel and act at an individual, group and societal level | identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level |
| analyses the nature and purpose of behavioural science and explains the impact of external factors on individuals, groups and society across a range of contexts | discuss the nature and purpose of behavioural science and describes the impact of external factors on individuals, groups and society across a range of contexts | interprets the nature and purpose of behavioural science and describes the impact of external factors on individuals, groups and society across contexts | describes the nature and purpose of behavioural science with some reference to the impact of external factors on individuals, groups and society across contexts | identifies the nature and purpose of behavioural science with little or no reference to the impact of external factors on individuals, groups and society across contexts |
| compares a variety of perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | discuss perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | identifies perspectives and ideas with some reference to how humans think, feel and act at an individual, group and societal level | identifies some perspectives and ideas with little or no reference to how humans think, feel and act at an individual, group and societal level |
| Skills | analyses theories, concepts and models to provide an evidence-based critique and discussion for alternatives ways of thinking about behaviour | explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour | describes theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour | describes theories, concepts and models from a personal perspective with some reference to evidence and alternative ways of thinking about behaviour | considers claims from a personal perspective with little or no reference to evidence and alternative ways of thinking about behaviour |
| communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes | communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes | communicates in a range of modes, styles and genres for specific purposes genres for specific audiences and purposes | communicates in some modes and genres for specific audiences and purposes | communicates with little or no reference to audiences and purposes |
| plans and undertakes independent inquiries and analyses relevant data and information based on an evaluation of valid and reliable sources | plans and undertakes independent inquiries and analyses relevant data and information based on an assessment of valid and reliable sources | undertakes guided inquiries and analyses data and information based on a range of appropriate sources | undertakes guided inquiries using limited sources | undertakes simple research on a topic with little or no reference to sources |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit Grade Descriptors for Behavioural Science M Course | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Knowledge and understanding | * describes the nature and purpose of behavioural science with independence | * describes the nature of purpose of behavioural science with assistance | * recounts the nature and purpose of behavioural science with occasional assistance | * identifies the nature and purpose of behavioural science with continuous guidance | * identifies the nature and purpose of behavioural science with direct instruction |
| * describes basic theories, concepts and principles with independence | * describes basic theories, concepts and principles with assistance | * recounts basic theories, concepts and principles with occasional assistance | * identifies theories, concepts and principles with continuous guidance | * identifies some concepts and principles with direct instruction |
| Skills | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with independence | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with assistance | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with occasional assistance | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with continuous guidance | * communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with direct instruction |
| * plans and undertakes independent inquiries with independence | * plans and undertakes independent inquiries with assistance | * undertakes guided inquiries with occasional assistance | * undertakes guided inquiries with continuous guidance | * undertakes simple research on a topic with direct instruction |

# Moderation

Moderation is a system designed and implemented to:

* provide comparability in the system of school-based assessment
* form the basis for valid and reliable assessment in senior secondary schools
* involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
* maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

### The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for ‘T’ courses.

### Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgements.

### Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

Teachers of C courses are required to present portfolios of student work for verification that units are taught and assessed as documented and validation that assessments meet industry standards. The Moderation Officer will report any concerns to the Board.

### The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

* a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
* a set of student portfolios containing marked and/or graded written and non-written assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

# Resources

## Community Services

#### Training Package

<https://training.gov.au/Training/Details/CHC>

Training Package Companion Volumes – Implementation Guide, Assessment Strategies, Knowledge Guide, Learning Strategies

<http://www.cshisc.com.au/develop/industry-qualifications-training-packages/companion-volumes/>

#### Books

*The Australian Carer*, Helen Croft (2012) Pearson Education

#### Websites

actSafe Education Modules Module 6 Health and Community Services <http://www.actsafe.act.gov.au/modules/mod6_1.cfm>

Aspire – VET delivery and Assessment Tools <http://aspirelr.com.au/>

Australian Community Workers Association Code of Ethics <http://www.acwa.org.au/resources/Code%20of%20Ethics%20August%202013.pdf>

Australian Institute of Family Studies <http://www.aifs.gov.au/>

Australian Institute of Health and Welfare 2007, Young Australians: Their Health and Wellbeing 2007, Australian Institute of Health and Welfare, Canberra [www.aihw.gov.au/publications/index.cfm/title/10451](http://www.aihw.gov.au/publications/index.cfm/title/10451)

Community Services and Health Industry Skills Council <http://www.cshisc.com.au/>

Working with Vulnerable People <http://www.ors.act.gov.au/community/working_with_vulnerable_people>

Australian Institute of Health and Welfare 2008, *Making progress: the health development and wellbeing of Australia’s children and young people*, Australian Institute of Health and Welfare, Canberra. Accessed from [www.aihw.gov.au/publications/phe/mp-thdawoacayp/mp-thdawoacayp.pdf](http://www.aihw.gov.au/publications/phe/mp-thdawoacayp/mp-thdawoacayp.pdf)

Keeping Children and Young People Safe (ACT Government publication, DHCS) <http://www.dhcs.act.gov.au/__data/assets/pdf_file/0017/5660/Keeping_Children_Young_People_Safe_November2012.pdf>

#### DVDs and Online Programs

The Pursuit of Happiness (2006)

## Early Childhood Education and Care

#### Books

McNaughton, G. & Williams, G. *Teaching techniques for teaching young children* (2008). Pearson Australia: Australia

Curtis, D. & Carter, M. *Designs for Living and Learning* (2003). Redleaf Press USA

Porter, L. *Young children’s behaviour* 3rd Ed (2008). Debbie Lee: Australia

Kearns, K., *Birth to Big School* 2 Edition (2010) Pearson Australia: Australia

Kearns, K., *The Big Picture* (2009) Pearson Australia: Australia.

Kearns, K., *The Business of Childcare* 2 Edition (2010) Pearson Australia: Australia.

Rosback, S & Wilson, S (2012) *The EYLF and NQS without Tears Teaching Solutions*, Victoria

Walker, L and Miller, S (2014) *The Early Childhood Educator for Certificate III* McGraw Hill NSW

Kearns, K (2014) *The Business of Child Care Cengage Learning*

Kearns, K (2014) *Frameworks for learning Cengage Learning*

Kearns, K (2014) *The Big Picture Cengage Learning*

Kearns, K (2014) *Birth to Big School Cengage Learning*

#### DVDs and Online Programs

My Sister’s Keeper (2009)

International Childcare College – [info@childcarecollege.com.au](mailto:info@childcarecollege.com.au) Ph 1300 660 063

*Insight Programs on Children*

Designing Babies 9 October 2012 <http://www.sbs.com.au/insight/episode/overview/505/Designing-Babies>

Sperm Donation 22 October 2013 <http://www.sbs.com.au/insight/episode/overview/583/Sperm-Donation#.U1YntM-KAqQ>

#### Guest Speakers

Barnardo’s Australia

Communities@work

Childcare Directors

Work Safe ACT

#### Websites

Early Childhood Australia - <http://www.earlychildhoodaustralia.org.au/>

Early Years Learning Framework - <http://www.mychild.gov.au/agenda/early-years-framework>

Belonging, Being and Becoming - The Early Years Learning Framework for Australia <https://www.coag.gov.au/sites/default/files/early_years_learning_framework.pdf>

The Life Series ABC iview - Life at 1 (2006), Life at 3 (2008), Life at 5 (2011), Life at 7 (2012) <http://www.abc.net.au/tv/life/about_the_series/default.htm>

The LIFE series aims to unlock the secrets of Interact with Children by following a very special group of children from their first year of life. It examines how children grow and develop in ordinary and extraordinary circumstances, including the impact of family relationships, finances, work, health and education. It considers the interplay of nature and nurture, conducts experiments, and speaks to experts about how the latest science on Interact with Children amay be playing out in these families.

The Seven Ages of Pregnancy <http://www.drg.tv/ProgramDetails.aspx?ProgramDetail=11426>

12.11 Cybertots <http://toolboxes.flexiblelearning.net.au/series12/12_11.htm>

Australian Children’s Education and Care Quality Authority - [www.acecqa.gov.au](http://www.acecqa.gov.au)

Nutrition Australia [www.nutritionaustralia.org](http://www.nutritionaustralia.org)

## Disability

#### Books

Arnott, g., *The Disability Support Worker* (2011) Pearson Australia: Australia.

#### DVDs and Online Programs

Forrest Gump (1994)

I am Sam (2001)

The Black Balloon (2008)

The Fault in our Stars (2014)

The Intouchables (2011)

The Rainmaker (1979)

Shine (1996)

You’re Not You (2015)

#### Websites

[402](http://toolboxes.flexiblelearning.net.au/series4/402.htm) Disability and Mental Health <http://toolboxes.flexiblelearning.net.au/demosites/series4/402/index.htm>

ACT Human Rights Commission Disability Action Plan – 2014 <http://www.hrc.act.gov.au/res/DAP%20-%20Final%20Draft%20-%203%20Dec%202013.pdf>

Disability Rights – What about Doug’s rights? Australian Human Rights Commission <http://www.humanrights.gov.au/education/human-rights-school-classroom> and <http://www.humanrights.gov.au/sites/default/files/content/education/what_about_dougs_rights/rightsED_what_about_dougs_rights.pdf>

Disability ACT <http://www.dhcs.act.gov.au/disability_act>

Disability Advisory Council <http://www.dhcs.act.gov.au/disability_act/disability_advisory_council>

Guide Dogs Australia <http://www.guidedogs.com.au/>

Human Rights Training online elearning package <http://www.hrc.act.gov.au/elearning/HRAIntro/story.html>

National Standards for Disability Services <http://www.dss.gov.au/sites/default/files/documents/12_2013/national_standards_for_disability_services_-_full_standards_2.pdf>

Mental As (ABC 2014)

My Name is Jack Australian Story <http://www.abc.net.au/austory/specials/mynamejack/default.htm>

NDIS: National Disability Insurance Scheme http://www.ndis.gov.au/

The Town that Caught Tourette’s <http://www.youtube.com/watch?v=T4-v5FriLrk>

The Dreamhouse (ABC 2014)

Twenty Years Twenty Stories <http://www.humanrights.gov.au/twentystories/videos.html#works-for-me>

*Insight Programs on Disability Issues*

What’s Best for the Child 23 April 2013 <http://www.sbs.com.au/insight/episode/overview/534/What-s-Best-For-The-Child#.U1Ykus-KAqQ>

Vision Australia <http://www.visionaustralia.org.au/>

#### Guest speakers

Branch Out Cafe

Carers ACT

Communities@work

Specialist schools (Woden School and Black Mountain School)

## Youth Work

#### Books

Lloyd,V (2014) *Community Services Intervention: An introduction to direct practice*, Allen & Unwin, NSW.

*Keeping Children and Young People Safe – a guide to reporting child abuse and neglect in the ACT,* 2012 edition, ACT Government

#### DVDs and Online Programs

Dead Drunk: Lights Out in the Cross? <http://iview.abc.net.au/programs/dead-drunk-lights-out-in-the-cross>

Dead Drunk: After Hours with Tom Tilley <http://iview.abc.net.au/programs/dead-drunk-after-hours-with-tom-tilley>

Juno (2007)

Life as a House (2001)

Once Were Warriors (1994)

Oasis Salvation Army Youth Refuge Documentary <http://www.theoasismovie.com.au/buyDVD.php>

Precious (2009)

Study Guide <http://salvos.org.au/oasis/media/pdfs/Oasis.Study.Guide.pdf>

The Perks of Being a Wallflower (2012)

8 Mile (2002)

#### Websites

205 Alcohol and Other Drugs Work <http://toolboxes.flexiblelearning.net.au/demosites/series2/205v2/index.htm>

[301](http://toolboxes.flexiblelearning.net.au/series3/301.htm) Youth Work <http://toolboxes.flexiblelearning.net.au/demosites/series3/301/home.htm>

ACT Children and Young People Commissioner <http://www.hrc.act.gov.au/childrenyoungpeople/>

ACT Children and Young People Commissioner (CYPC) <http://www.hrc.act.gov.au/childrenyoungpeople/>

ACT Youth Coalition <http://www.youthcoalition.net/>

Bimberi Handbook – a Young Persons Guide to Bimberi Youth Justice Centre <http://www.communityservices.act.gov.au/__data/assets/pdf_file/0013/43042/A-Youth-Persons-Guide-to-Bimberi-Youth-Justice.pdf>

Drug Info Australian Drug Foundation <http://www.druginfo.adf.org.au/>

Headspace <http://www.headspace.org.au/>

Headspace Factsheets and Videos (Grief, Trauma, Anxiety, Bipolar Disorder etc.) <http://www.headspace.org.au/what-works/resources/-fact-sheets-and-videos>

*Insight Programs on Youth, Family and Mental Health Issues*

Fight Club 18 February 2014 <http://www.sbs.com.au/insight/episode/overview/596/Fight-Club#.U1Ygac-KAqQ>

Inside Violent Families 24 February 2014 <http://www.sbs.com.au/insight/episode/overview/598/Inside-Violent-Families#.U1Yf88-KAqQ>

Punch Drunk 12 November 2013 <http://www.sbs.com.au/insight/episode/overview/589/Punch-Drunk#.U1YiPc-KAqQ>

Pushing for Success 25 March 2014 <http://www.sbs.com.au/insight/episode/overview/602/Pushing-for-Success#.U1Yhbc-KAqQ>

Oasis Youth Support network – Salvation Army <http://salvos.org.au/oasis/>

Nineteen 10 April 2012 <http://www.sbs.com.au/insight/episode/overview/465/Nineteen>

Philosophy of Youth Justice in the ACT <http://www.dhcs.act.gov.au/__data/assets/pdf_file/0009/32589/08_09_02_FACTSHEET_Philosophy.pdf>

Relationships Australia <http://www.relationships.org.au/>

Rate Canberra 2012: Findings from the Survey of Young People aged 12–25 in the ACT <http://www.youthcoalition.net/dmdocuments/Rate_Canberra_2012.pdf>

Reach out <http://au.reachout.com/?gclid=CNrP3_HC0MkCFQolvQodrfAGbw>

Removing Kids 6 March 2012 <http://www.sbs.com.au/insight/episode/overview/455/Removing-Kids>

Scars 26 November 2013 <http://www.sbs.com.au/insight/episode/overview/591/Scars#.U1Yhzs-KAqQ>

Stalking 16 July 2013 <http://www.sbs.com.au/insight/episode/overview/556/Stalking#.U1YjSc-KAqQ>

Trolls 16 October 2012 <http://www.sbs.com.au/insight/episode/overview/507/Trolls>

Young Carers 14 May 2013 <http://www.sbs.com.au/insight/episode/overview/540/Young-Carers#.U1Yj5s-KAqQ>

Young Gamblers 18 March 2014 <http://www.sbs.com.au/insight/episode/overview/600/Young-Gamblers#.U1Yfcc-KAqQ>

Young Mob 16 April 2013 <http://www.sbs.com.au/insight/episode/overview/526/Young-Mob#.U1Yles-KAqQ>

Youth Coalition Code of Ethics (ACT) <http://www.youthcoalition.net/documents/sector%20development/Code%20of%20Ethics/Youth%20Work%20Code%20of%20Ethics%20(ACT).pdf>

AIHW 2011. Young Australians: their health and wellbeing 2011. Cat. No. PHE 140. Canberra: AIHW

<http://wwwcommunityservices.act.gov.au/_data/assests/pdf_file/0017/5660/Keeping-Children-and-Young-People-safe.pdf>. November 2014

#### DVDs and Online Programs

Punch Drunk – Four Corners <http://www.abc.net.au/4corners/stories/2013/02/25/3695353.htm>

Oxy-the hidden epidemic – Four Corners <http://www.abc.net.au/4corners/content/2010/s3020159.htm>

Ben-Diary of a Heroin Addict <http://www.youtube.com/watch?v=7thZbHTvZIQ>

*Insight Programs Alcohol and Other Drugs*

Accidental Addicts 31 July 2012 <http://www.sbs.com.au/insight/episode/overview/488/Accidental-Addicts>

#### Guest Speakers

BATYR

Mental Illness Education ACT (MIEACT)

Teachers trained in Mind Teachers

Youth workers in schools and Community Centres

## Aged Care

#### Books

Croft, H., *Caring in the Community: A training manual for home and community workers* (2011), Pearson Australia, Australia.

Croft, H., *The Australian Carer* 3 Edition (2013), Pearson Australia, Australia.

#### DVDs and Online Programs

Away from Her (2006)

The Bucket List (2007)

The Notebook (2004)

The Savages (2007)

Welcome to Aged Care’ DVD (Aspire resources) with Facilitators guide <http://www.aspirelearningresources.com.au/cert3-aged-care/vproduct-38/>

*Insight Programs on the Elderly, Grief and Dying*

Good Grief 17 April 2012 <http://www.sbs.com.au/insight/episode/overview/467/Good-Grief>

Knowing You’re Dying 19 November 2013 <http://www.sbs.com.au/insight/episode/overview/587/Knowing-You-re-Dying#.U1Ymk8-KAqQ>

Staying Alive 20 August 2013 <http://www.sbs.com.au/insight/episode/overview/565/Staying-Alive#.U1Yiu8-KAqQ>

Strokes 8 October 2013 <http://www.sbs.com.au/insight/episode/overview/579/Strokes#.U1YkSc-KAqQ>

#### Guest speakers

Aged care providers

Belconnen and North side Communities Services

Carers ACT

Communities@work

Meals on Wheels

#### Websites

602 Grange Care Services <http://toolboxes.flexiblelearning.net.au/demosites/series6/602/index.htm>

Alzheimer's Australia ACT <http://www.fightdementia.org.au/Australian-Capital-Territory.aspx>

Australian Ageing Agenda Magazine <http://www.australianageingagenda.com.au/magazine/>

## Volunteering

#### Guest Speakers

Volunteering ACT

#### Websites

Essentials for Volunteers and Essentials for Volunteer Managers Education Programs contact Volunteering ACT <http://www.volunteeract.org.au/education/volunteers> and <http://www.volunteeract.org.au/education/managers>

Mentors ACT <http://www.volunteeract.org.au/mentorsact/about>

Volunteering ACT<http://www.volunteeract.org.au/>

Volunteering Australia <http://www.volunteeringaustralia.org/>

Definition s and Principals of Volunteering <http://www.volunteeringaustralia.org/wp-content/files_mf/1376970969VADefinitionandprinciplesofVolunteering.pdf>

Volunteer Rights and Volunteer Checklist <http://www.volunteeringaustralia.org/wp-content/files_mf/1376971192VAVolunteerRightsandchecklist.pdf>

Volunteer Manager – Training Materials <http://www.volunteeringaustralia.org/volunteering-resources/volunteer-managers/>

Volunteer Resources <http://www.volunteeringaustralia.org/volunteering-resources/volunteers/>

# Physical Resources

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Each unit of competence has very specific requirements e.g. use of suitable facilities, equipment and resources and modelling of industry operating conditions and contingencies, including:

* Interactions with people and co-workers from a range of diverse backgrounds
* Interactions with people displaying aggression, distress and cognitive impairment
* Typical workplace reporting processes
* Current workplace policies and procedures for WHS
* PPE relevant to the workplace and job role of the worker
* Office equipment and resources
* Time management tools
* Workplace documentation
* Relevant organisation policies and procedures
* Relevant aids to assist with independent living.

# Proposed Evaluation Procedures

Course evaluation will be a continuous process. Teachers will meet regularly to discuss the content of the course and any requirements for modification of activities, teaching strategies and assessment instruments. The current trends and innovations in the teaching of **Social and Community Work** will be considered as teachers attend workshops, seminars and participate in discussion groups with other teachers such as on Moderation Day.

Teachers will monitor student performance and progress and student responses to various teaching, learning and assessment strategies. Students and teachers will complete evaluation questionnaires at the end of each unit. The results of these will be collated and reviewed from year to year. There will also be a continuous monitoring of student numbers between Years 11 and 12.

Informal discussions between teachers and students, past students, parents and other teachers will contribute to the evaluation of the course.

In the process of evaluation; students, teachers and others should, as appropriate, consider:

* Are the course and Course Framework still consistent?
* Were the goals achieved?
* Was the course content appropriate?
* Were the teaching strategies used successful?
* Was the assessment program appropriate?
* Have the needs of the students been met?
* Was the course relevant?
* How many students completed the course in each of the years of accreditation?

# Standards for Registered Training Organisations 2015

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

* *National Vocational Education and Training Regulator Act 2011*
* VET Quality Framework

The purpose of these Standards is to:

* Set out the requirements that an organisation must meet in order to be an RTO;
* Ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study; and
* Ensure RTOs operate ethically with due consideration of learners’ and enterprises’ needs.

Standards 1 – 3 are included in this course document. To access all standards refer to: [*http://www.comlaw.gov.au/Details/F2014L01377*](http://www.comlaw.gov.au/Details/F2014L01377)

1. The RTO’s training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses

To be compliant with Standard 1 the RTO must meet the following:

* 1. The RTO’s training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.
  2. For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to:
     1. the existing skills, knowledge and the experience of the learner;
     2. the mode of delivery; and
     3. where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.
  3. The RTO has, for all of its scope of registration, and consistent with its training and assessment strategies, sufficient:
     1. trainers and assessors to deliver the training and assessment;
     2. educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment;
     3. learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and
     4. facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.
  4. The RTO meets all requirements specified in the relevant training package or VET accredited course.

*Industry relevance*

* 1. The RTO’s training and assessment practices are relevant to the needs of industry and informed by industry engagement.
  2. The RTO implements a range of strategies for industry engagement and systematically uses the outcome of that industry engagement to ensure the industry relevance of:
     1. its training and assessment strategies, practices and resources; and
     2. the current industry skills of its trainers and assessors.

*Learner support*

* 1. The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.

*Assessment*

* 1. The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):
     1. complies with the assessment requirements of the relevant training package or VET accredited course; and
     2. is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

#### Table 1.8-1: Principles of Assessment

| Fairness | The individual learner’s needs are considered in the assessment process.  Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs.  The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary. |
| --- | --- |
| Flexibility | Assessment is flexible to the individual learner by:   * reflecting the learner’s needs; * assessing competencies held by the learner no matter how or where they have been acquired; and * drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual. |
| Validity | Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.  Validity requires:  assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;  assessment of knowledge and skills is integrated with their practical application;  assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and  judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements. |
| Reliability | Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment. |

#### Table 1.8-2: Rules of Evidence

| Validity | The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements. |
| --- | --- |
| Sufficiency | The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency. |
| Authenticity | The assessor is assured that the evidence presented for assessment is the learner’s own work. |
| Currency | The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past. |

* 1. The RTO implements a plan for ongoing systematic validation of assessment practices and judgements that includes for each training product on the RTO’s scope of registration:
     1. when assessment validation will occur;
     2. which training products will be the focus of the validation;
     3. who will lead and participate in validation activities; and
     4. how the outcomes of these activities will be documented and acted upon.
  2. For the purposes of Clause 1.9, each training product is validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the RTO’s scope of registration, including those risks identified by the VET Regulator.
  3. For the purposes of Clause 1.9, systematic validation of an RTO’s assessment practices and judgements is undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:
     1. vocational competencies and current industry skills relevant to the assessment being validated;
     2. current knowledge and skills in vocational teaching and learning; and
     3. the training and assessment qualification or assessor skill set referred to in Item 1 or 3 of Schedule 1 in the Standards for RTOs 2015.

Industry experts may be involved in validation to ensure there is the combination of expertise set out in (a) to (c) above.

* 1. The RTO offers recognition of prior learning to individual learners.

*Trainers and* *assessors*

* 1. In addition to the requirements specified in Clause 1.14 and Clause 1.15, the RTO’s training and assessment is delivered only by persons who have:

1. vocational competencies at least to the level being delivered and assessed;
2. current industry skills directly relevant to the training and assessment being provided; and
3. current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

* 1. The RTO’s training and assessment is delivered only by persons who have:

1. prior to 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 of Schedule 1 in the Standards for RTOs 2015, or demonstrated equivalence of competencies; and
2. from 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 of Schedule 1 in the Standards for RTOs 2015.
   1. Where a person conducts assessment only, the RTO ensures that the person has:
3. prior to 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 or Item 3 of Schedule 1 in the Standards for RTOs 2015, or demonstrated equivalence of competencies; and
4. from 1 January 2016, Item 1 or Item 2 or Item 3 of Schedule 1 in the Standards for RTOs 2015.
   1. The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

*Individuals working under the supervision of a trainer*

* 1. Where the RTO, in delivering training and assessment, engages an individual who is not a trainer or assessor, the individual works under the supervision of a trainer and does not determine assessment outcomes.
  2. The RTO ensures that any individual working under the supervision of a trainer under Clause 1.17:

1. holds the skill set defined in Item 4 of Schedule 1 in the Standards for RTOs 2015 or, prior to 1 January 2016, is able to demonstrate equivalence of competencies;
2. has vocational competencies at least to the level being delivered and assessed; and
3. has current industry skills directly relevant to the training and assessment being provided.
   1. Where the RTO engages an individual under Clause 1.17, it ensures that the training and assessment complies with Standard 1.
   2. Without limiting Clauses 1.17 - 1.19, the RTO:
4. determines and puts in place:
5. the level of the supervision required; and
6. any requirements, conditions or restrictions considered necessary on the individual’s involvement in the provision of training and collection of assessment evidence; and
7. ensures that trainers providing supervision monitor and are accountable for all training provision and collection of assessment evidence by the individual under their supervision.

*Delivery of the training and assessment qualifications for trainers and assessors*

* 1. Prior to 1 January 2016, to deliver any AQF qualification or skill set from the Training and Education Training Package (or its successor) the RTO must ensure all trainers and assessors delivering the training and assessment:

1. hold the training and assessment qualification at least to the level being delivered; or
2. have demonstrated equivalence of competencies.
   1. From 1 January 2016, to deliver any AQF qualification or skill set from the Training and Education Training Package (or its successor) the RTO must ensure all trainers and assessors delivering the training and assessment hold the training and assessment qualification at least to the level being delivered.
   2. From 1 January 2017, to deliver the training and assessment qualification specified in Item 1 of Schedule 1 in the standards for RTOs 2015, or any assessor skill set from the Training and Education Training Package (or its successor), the RTO must ensure all trainers and assessors delivering the training and assessment:
      1. hold the qualification specified in Item 5 of Schedule 1 in the Standards for RTOs 2015; or
      2. work under the supervision of a trainer that meets the requirement set out in (a) above.
   3. The RTO must ensure that any individual working under supervision under Clause 1.23. (b) holds the qualification specified in Item 1 of Schedule 1 in the Standards for RTOs 2015 and does not determine assessment outcomes.

Note: from 1 January 2017, the requirements set out in Clause 1.22 continue to apply to any other AQF qualification or skill set from the Training and Education Training Package (or its successor).

*Independent validation of training and assessment qualifications*

* 1. From 1 January 2016, to deliver any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), the RTO must have undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with the requirements contained in Schedule 2 in the Standards for RTOs 2015 (and the definitions of **independent validation** and **validation**).

*Transition of training products*

* 1. Subject to Clause 1.27 and unless otherwise approved by the VET Regulator, the RTO ensures that:

1. where a training product on its scope of registration is superseded, all learners’ training and assessment is completed and the relevant AQF certification documentation is issued or learners are transferred into its replacement, within a period of one year from the date the replacement training product was released on the National Register;
2. where an AQF qualification is no longer current and has not been superseded, all learners’ training and assessment is completed and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from the National Register;
3. where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded, all learners’ training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date the skill set, unit of competency, accredited short course or module was removed or deleted from the National Register; and
4. a new learner does not commence training and assessment in a training product that has been removed or deleted from the National Register.
   1. The requirements specified in Clause 1.26 (a) do not apply where a training package requires the delivery of a superseded unit of competency.
5. The operations of the RTO are quality assured.

To be compliant with Standard 2 the RTO must meet the following:

* 1. The RTO ensures it complies with these Standards at all times, including where services are being delivered on its behalf. This applies to all operations of an RTO within its scope of registration.
  2. The RTO:

1. systematically monitors the RTO’s training and assessment strategies and practices to ensure ongoing compliance with Standard 1; and
2. systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO’s training and assessment strategies and practices. Evaluation information includes but is not limited to quality/performance indicator data collected under Clause 7.5 of the Standards for RTOs 2015, validation outcomes, client, trainer and assessor feedback and complaints and appeals.
   1. The RTO ensures that where services are provided on its behalf by a third party the provision of those services is the subject of a written agreement.
   2. The RTO has sufficient strategies and resources to systematically monitor any services delivered on its behalf, and uses these to ensure that the services delivered comply with these Standards at all times.
3. The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records.

To be compliant with Standard 3 the RTO must meet the following:

* 1. The RTO issues AQF certification documentation only to a learner whom it has assessed as meeting the requirements of the training product as specified in the relevant training package or VET accredited course.
  2. All AQF certification documentation issued by an RTO meets the requirements of Schedule 5 in the Standards for RTOs 2015.
  3. AQF certification documentation is issued to a learner within 30 calendar days of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete, and providing all agreed fees the learner owes to the RTO have been paid.
  4. Records of learner AQF certification documentation are maintained by the RTO in accordance with the requirements of Schedule 5 in the Standards for RTOs 2015 and are accessible to current and past learners.
  5. The RTO accepts and provides credit to learners for units of competency and/or modules (unless licensing or regulatory requirements prevent this) where these are evidenced by:

1. AQF certification documentation issued by any other RTO or AQF authorised issuing organisation; or
2. authenticated VET transcripts issued by the Registrar.
   1. The RTO meets the requirements of the Student Identifier scheme, including:
3. verifying with the Registrar, a Student Identifier provided to it by an individual before using that Student Identifier for any purpose;
4. ensuring that it will not issue AQF certification documentation to an individual without being in receipt of a verified Student Identifier for that individual, unless an exemption applies under the *Student Identifiers Act 2014*;
5. ensuring that where an exemption described in Clause 3.6 (b) applies, it will inform the student prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar; and
6. ensuring the security of Student Identifiers and all related documentation under its control, including information stored in its student management systems.

## Guidelines for Colleges Seeking Cert III Scope

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

## Assessment of Certificate III Units of Competence

Colleges delivering any Units of Competence from Certificate III will need to have them listed on their scope **or** negotiate a Third Party Agreement with a scoped training partner. This document must be kept on record by the college as the RTO.

# Work in Community Services Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

### Work in Community Services a (0.5)

### Work in Community Services b (0.5)

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * examine sectors and occupations in the community services sector | * describe sectors and occupations in the community services sector |
| * interpret and apply legislation and attitudes relevant to work in the community services sector | * describe legal requirements relevant to work in the community services sector |
| * plan for and undertake volunteering roles in the community services sector | * plan for and undertake volunteering roles in the community services sector |
| * communicate appropriately with clients | * communicate appropriately with clients |
| * examine safe work practices in the community services sector | * work safely in the community services sector under supervision |
| * identify the needs of clients and collect routine information | * following procedures to collect routine information from clients for their supervisor |
| * select and provide information to clients about relevant services | * describe a range of community services |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * sectors and models of work in the community services sector | * types of work in the community services sector |
| * policies, procedures, legislation and attitudes relevant to work in the community services sector | * policies, procedures and attitudes relevant to work in the community services sector |
| * rights and responsibilities of employers and employees | * rights and responsibilities of employers and employees |

|  |  |
| --- | --- |
| * non-discriminatory approaches to work in community services a | * non-discriminatory approaches to work in community services a |
| * effective communication with clients and co-workers | * appropriate communication with clients and co-workers |
| * safe work procedures in work in community services a | * safe work procedures in work in community services a |
| * identifying and managing potential hazards in the workplace | * identifying and responding to potential hazards in the workplace |
| * information collection and client referrals to services | * following procedures to collect routine information from clients for their supervisor |
| * organisation structure, lines of communication and authority, and boundaries of work roles that apply to volunteering work | * appropriate lines of communication and boundaries of work roles |
| * managing own work roles to minimise stress and fatigue in the workplace | * managing own work roles to minimise stress and fatigue in the workplace |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCCOM001 | Provide first point of contact | Core |
| HLTWHS001 | Participate in workplace health and safety | Core |
| CHCVOL001 | Be an effective volunteer\* | Elective |

\*Minimum 20 hours of volunteering

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC22015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Refer to Assessment on pages 24 – 25.

## Resources

Refer to Resources on pages 33 – 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Work in Community Services a Value: 0.5

This half unit (0.5) combines with **Work in Community Services b (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * examine sectors and occupations in the community services sector | * describe sectors and occupations in the community services sector |
| * interpret and apply legislation and attitudes relevant to work in the community services sector | * describe legal requirements relevant to work in the community services sector |
| * communicate appropriately with clients | * communicate appropriately with clients. |
| * examine safe work practices in the community services sector | * work safely in the community services sector under supervision |
| * identify the needs of clients and collect routine information | * collect routine information from clients for their supervisor |
| * select and provide information to clients about relevant services | * describe a range of community services |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * sectors and models of work in the community services sector | * types of work in the community services sector |
| * policies, procedures, legislation and attitudes relevant to work in the community services sector | * policies, procedures and attitudes relevant to work in the community services sector |
| * non-discriminatory approaches to Work in Community Services a | * non-discriminatory approaches to Work in Community Services a |
| * effective communication with clients and co-workers | * appropriate communication with clients and co-workers |
| * safe work procedures in Work in Community Services a | * safe work procedures in Work in Community Services a |
| * identifying and managing potential hazards in the workplace | * responding to potential hazards in the workplace |

|  |  |
| --- | --- |
| * information collection and client referrals to services | * following procedures to collect routine information from clients for their supervisor |
| * managing own work roles to minimise stress and fatigue in the workplace | * managing own work roles to minimise stress and fatigue in the workplace |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCCOM001 | Provide first point of contact | Core |
| HLTWHS001 | Participate in workplace health and safety | Core |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC22015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Work in Community Services b Value: 0.5

This half unit (0.5) combines with **Work in Community Services a (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * interpret and apply legislation and attitudes relevant to work in the community services sector | * describe legal requirements relevant to work in the community services sector |
| * plan for and undertake volunteering roles in the community services sector | * plan for and undertake volunteering roles in the community services sector |
| * communicate appropriately with clients | * communicate appropriately with clients |
| * examine safe work practices in the community services sector | * work safely in the community services sector under supervision |
| * select and provide information to clients about relevant services | * describe a range of community services |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * policies, procedures, legislation and attitudes relevant to work in the community services sector | * policies, procedures and attitudes relevant to work in the community services sector |
| * non-discriminatory approaches to Work in Community Services a | * non-discriminatory approaches to Work in Community Services a |
| * effective communication with clients and co-workers | * effective communication with clients and co-workers |
| * safe work procedures in Work in Community Services a | * safe work procedures in Work in Community Services a |
| * identifying and managing potential hazards in the workplace | * identifying and responding to potential hazards in the workplace |
| * managing own work roles to minimise stress and fatigue in the workplace | * managing own work roles to minimise stress and fatigue in the workplace |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| HLTWHS001 | Participate in workplace health and safety | Core |
| CHCVOL001 | Be an effective volunteer\* | Elective |

\*Minimum 20 hours of volunteering

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC22015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Interact with Children Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

### Interact with Children a (0.5)

### Interact with Children b (0.5)

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * analyse the development of children | * identify stages of the development of children |
| * plan and facilitate children’s learning and play | * discuss and plan children’s learning and play |
| * communicate appropriately and collaborate with children and colleagues | * communicate appropriately with children and colleagues |
| * apply ethical work practices which support the protection of children and young people | * describe ethical and nurturing work practices which support the protection of children and young people |
| * interpret and follow policies, procedures, legal and ethical work practices | * follow policies, procedures, legal and ethical work practices |
| * demonstrate appropriate verbal, written and digital communications | * demonstrate appropriate verbal, written and digital communications |
| * plan and negotiate individual and work goals | * plan and undertake individual and work goals under supervision |
| * plan and prioritise workload within designated timeframes | * discuss and plan workload |
| * evaluate work practices for continuous improvement | * investigate work practices for continuous improvement |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * development of children – physical, social, emotional, language and cognitive development | * development of children – physical, social, emotional, language and cognitive development |
| * role of play in learning | * role of play and learning |
| * importance of consistent communication of guidelines for children’s behaviour | * importance of consistent communication of guidelines for children’s behaviour |
| * awareness of indicators that may suggest abuse | * awareness of indicators that may suggest abuse |
| * child protection and the rights of the child | * child protection and the rights of the child |
| * organisational standards, policies and procedures | * workplace policies and procedures |
| * legal and ethical issues associated with work roles | * common legal and ethical issues associated with work roles |
| * appropriate communication strategies to support children and young people | * appropriate communication strategies to support children and young people |
| * planning and organising workload within time constraints | * planning and organising workload |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCCOM005 | Communicate and work in health or community services | Core |
| BSBWOR202 | Organise and complete daily work activities | Core |
| CHCPRT001 | Identify and respond to children and young people at risk | Elective |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC22015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Interact with Children a Value: 0.5

This half unit (0.5) combines with **Interact with Children b (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * analyse the development of children | * identify stages of the development of children |
| * plan and facilitate children’s learning and play | * discuss and plan children’s learning and play |
| * plan and prioritise workload within designated timeframes | * discuss and plan workload |
| * communicate appropriately and collaborate with children and colleagues | * communicate appropriately with children and colleagues |
| * evaluate work practices for continuous improvement | * investigate work practices for continuous improvement |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * development of children – physical, social, emotional, language and cognitive development | * development of children – physical, social, emotional, language and cognitive development |
| * role of play in learning | * play and learning |
| * importance of consistent communication of guidelines for children’s behaviour | * guiding children’s behaviour |
| * organisational standards, policies and procedures | * workplace policies and procedures |
| * legal and ethical issues associated with work roles | * common legal and ethical issues associated with work roles |
| * principles of effective communication including techniques, constraints and adjustments to meet the needs of the client or co-worker | * communication techniques and barriers |
| * planning and organising workload within time constraints | * planning and organising workload |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCCOM005 | Communicate and work in health or community services | Core |
| BSBWOR202 | Organise and complete daily work activities | Core |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC22015>

## Teaching and Learning Strategies

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Interact with Children b Value: 0.5

This half unit (0.5) combines with **Interact with Children a (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * plan and negotiate individual and work goals | * plan and undertake individual and work goals under supervision |
| * demonstrate appropriate verbal, written and digital communications | * demonstrate appropriate verbal, written and digital communications |
| * interpret and follow policies, procedures, legal and ethical work practices | * follow policies, procedures, legal and ethical work practices |
| * apply ethical and nurturing work practices which support the protection of children and young people | * describe ethical and nurturing work practices which support the protection of children and young people |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * awareness of indicators that may suggest abuse | * awareness of indicators that may suggest abuse |
| * child protection and the rights of the child | * child protection and the rights of the child |
| * organisational standards, policies and procedures | * workplace policies and procedures |
| * legal and ethical issues associated with work roles | * common legal and ethical issues associated with work roles |
| * appropriate communication strategies to support children and young people | * appropriate communication strategies to support children and young people |
| * planning and organising workload within time constraints | * planning and organising workload |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| BSBWOR202 | Organise and complete daily work activities | Core |
| CHCPRT001 | Identify and respond to children and young people at risk | Elective |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC22015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Work with Young People Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

### Work with Young People a (0.5)

### Work with Young People b (0.5)

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * communicate effectively with a range of young people | * communicate effectively with a range of young people |
| * analyse youth cultures, subcultures and the diversity of young people within the community | * discuss youth cultures, subcultures and the diversity of young people within the community |
| * apply principals of ethical decision making in working with young people | * discuss ethical decision making |
| * reflect on own biases, background and opinions and their impact on working with young people | * discuss personal bias and its impact on working with young people |
| * examine current issues facing young people and relevant youth services | * discuss current issues facing young people and relevant youth services |
| * analyse potential stress in work environments and techniques to achieve personal resilience and work / life balance | * identify stressful situations in work environments and appropriate help seeking strategies |
| * plan, implement and evaluate a community project from an individual and group perspective | * plan and participate in a community project with peers |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * appropriate communication strategies for engaging with young people | * verbal and non-verbal communication |
| * cultural sensitivities in communication techniques | * cultural differences in communication techniques |
| * professionalism, confidentiality and legal responsibilities in the workplace | * confidentiality and responsibilities in the workplace |
| * youth cultures, subcultures and youth development from ages 12 to 25 | * youth cultures and subcultures |
| * ethical decision making | * ethical decision making |
| * biases, background and personal values that may impact on working with young people | * barriers to working with young people |
| * types of youth services including; centre-based work, drop in centres, recreational facilities, housing and residential services, outreach and home visits, schools, online youth work, web based, emails, discussion rooms and telephone contact | * types of youth services including; centre-based work, drop in centres, recreational facilities, housing and residential services, outreach and home visits, schools, online youth work, web based, emails, discussion rooms and telephone contact |
| * current issues affecting young people; migrant, refugees and asylum seeker experiences, sexuality, drugs and alcohol, mental health, domestic and relationship violence etc | * issues affecting young people |
| * signs and sources of stress. | * signs and sources of stress |
| * stress management techniques; relaxation, organisational skills | * stress management techniques; relaxation, organisational skills |
| * introduction to a workplace; maintaining work / life balance; understanding job role, priorities, time management and key performance indicators | * introduction to a workplace |
| * the individual, the family, the community and society in relation to priorities and rights | * rights of young people |
| * duty of care and appropriate referrals to deal with personal issues | * duty of care and personal safety |
| * develop an understanding of community services and its role in the community sector | * understanding advocacy |
| * managing group dynamics and facilitating discussion and engagement | * understand group dynamics and demonstrate being an effective group member |

|  |  |
| --- | --- |
| * community development principles and practices; structural disadvantage and inequality, social justice and human rights, empowerment, recognition of personal and public political process, commitment to peoples’ participation sustainability | * community development work principles and practices |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCYTH001 | Engage respectfully with young people | Elective |
| BSBWOR201 | Manage personal stress in the workplace | Elective |
| CHCCDE003 | Work within a community development framework | Elective |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC22015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Work with Young People a Value: 0.5

This half unit (0.5) combines with **Work with Young People b (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * communicate effectively with a range of young people | * communicate effectively with a range of young people |
| * analyse youth cultures, subcultures and the diversity of young people within the community | * discuss youth cultures, subcultures and the diversity of young people within the community |
| * reflect on own biases, background and opinions and their impact on working with young people | * discuss personal bias and its impact on working with young people |
| * examine current issues facing young people and relevant youth services | * discuss current issues facing young people and relevant youth services |
| * analyse potential stress in work environments and techniques to achieve personal resilience and work / life balance | * identify stressful situations in work environments and appropriate help seeking strategies |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * appropriate communication strategies for engaging with young people | * verbal and non-verbal communication |
| * cultural sensitivities in communication techniques | * cultural differences in communication techniques |
| * professionalism, confidentiality and legal responsibilities in the workplace | * confidentiality and responsibilities in the workplace |
| * youth cultures, subcultures and youth development from ages 12 to 25 | * youth cultures and subcultures |
| * ethical decision making | * ethical decision making |
| * biases, background and personal values that may impact on working with young people | * barriers to working with young people |

|  |  |
| --- | --- |
| * types of youth services including; centre-based work, drop in centres, recreational facilities, housing and residential services, outreach and home visits, schools, online youth work, web based, emails, discussion rooms and telephone contact | * types of youth services including; centre-based work, drop in centres, recreational facilities, housing and residential services, outreach and home visits, schools, online youth work, web based, emails, discussion rooms and telephone contact |
| * current issues affecting young people; migrant, refugees and asylum seeker experiences, sexuality, drugs and alcohol, mental health, domestic and relationship violence etc | * issues affecting young people |
| * signs and sources of stress | * signs and sources of stress |
| * stress management techniques; relaxation, organisational skills | * stress management techniques; relaxation, organisational skills |
| * introduction to a workplace; maintaining work / life balance; understanding job role, priorities, time management and key performance indicators | * introduction to a workplace |
| * duty of care and appropriate referrals to deal with personal issues | * duty of care and personal safety |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCYTH001 | Engage respectfully with young people | Elective |
| BSBWOR201 | Manage personal stress in the workplace | Elective |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC22015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Work with Young People b Value: 0.5

This half unit (0.5) combines with **Work with Young People a (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * apply principals of ethical decision making in working with young people | * discuss ethical decision making |
| * plan, implement and evaluate a community project from an individual and group perspective | * plan and participate in a community project with peers |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * the individual, the family, the community and society in relation to priorities and rights | * rights of young people |
| * develop an understanding of community services and its role in the community sector | * understanding advocacy |
| * managing group dynamics and facilitating discussion and engagement | * understand group dynamics and demonstrate being an effective group member |
| * community development principles and practices; structural disadvantage and inequality, social justice and human rights, empowerment, recognition of personal and public political process, commitment to peoples’ participation sustainability | * community development work principles and practices |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCCDE003 | Work within a community development framework | Elective |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC22015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Disability and Aged Care Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

### Disability Work (0.5)

### Aged Care Work (0.5)

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * examine social and cultural perspectives and biases in the disability and aged care sectors | * discuss social and cultural perspectives and biases in the disability and aged care sectors |
| * evaluate work environments in regards to safe work and inclusive practices | * discuss work environments in regards to safe work and inclusive practices |
| * apply appropriate communication and work skills for interacting with clients and colleagues with diverse needs | * use appropriate communication and work skills for interacting with clients and colleagues with diverse needs |
| * apply appropriate communication strategies for recording and reporting work place practices | * use appropriate communication strategies for recording and reporting work place practices |
| * investigate the social, cultural and physical needs of older people and individuals with a disability | * describe the social, cultural and physical needs of older people and individuals with a disability |
| * examine appropriate services to empower the goals, rights and specific needs of the older person and individuals with a disability | * identify appropriate services to support the goals, rights and specific needs of the older person and individuals with a disability |
| * evaluate strategies and opportunities that promote engagement and healthy lifestyle practices for older people and individuals with a disability in the community | * discuss strategies and opportunities that promote engagement and healthy lifestyle practices for older people and individuals with a disability in the community |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * social and cultural perspectives and biases in disability and aged care work | * social and cultural perspectives and biases in disability and aged care work |
| * diversity and inclusiveness in a variety of community services and work places; political, social, economic and cultural | * diversity and inclusiveness in a variety of community services and work places |
| * the impact of communication while working with diverse clients and colleagues including; disability with complex communication needs, language barriers, cultural backgrounds | * communication techniques for working with diversity including disabilities and non-English speaking backgrounds |
| * disability types; developmental and acquired, and the impact on participation and communication | * disability types; developmental and acquired, and the impact on participation and communication |
| * universal design for environments and activities | * universal design for environments and activities |
| * legal and ethical considerations including discrimination and human rights | * legal and ethical considerations including discrimination and human rights |
| * case studies of different groups; culture, race and ethnicity (Aboriginal and Torres strait islander groups), disability, religious, sexual orientation / identity etc | * case studies of different groups; culture, race and ethnicity (Aboriginal and Torres strait islander groups), disability, religious, sexual orientation / identity etc |
| * empowerment of older people and individuals with a disability through a focus on their needs, aspirations, goals and wants; addressing stereotypical attitudes and myths | * empowerment of older people and individuals with a disability through a focus on their needs, aspirations, goals and wants; addressing stereotypical attitudes and myths |
| * aged care and disability services in the community i.e. residential aged care sector, home and community support sector, relevant agencies and referral networks for support services | * aged care and disability services in the community i.e. residential aged care sector, home and community support sector, relevant agencies and referral networks for support services |
| * supporting the rights of older people and individuals with a disability i.e. confidentiality, advocating, identifying and reporting of abuse and neglect | * supporting the rights of older people and individuals with a disability i.e. confidentiality, advocating, identifying and reporting of abuse and neglect |
| * promoting health and re-ablement of older people | * promoting health and well-being of older people |
| * health issues impacting on older people | * health issues impacting on older people |
| * workplace documentation including care plans, NDIS plans, WHS reports, communication books. etc | * workplace documentation |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCDIV001 | Work with diverse people | Core |
| FSKOCM07 | Interact effectively with others at work | Elective |
| CHCAGE001 | Facilitate the empowerment of older people | Elective |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC22015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Disability Work Value: 0.5

This half unit (0.5) combines with **Aged Care Work (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * examine social and cultural perspectives and biases in disability work | * discuss social and cultural perspectives and biases in disability work |
| * evaluate work environments in regards to safe work and inclusive practices | * discuss work environments in regards to safe work and inclusive practices |
| * apply appropriate communication and work skills for interacting with clients and colleagues with diverse needs. | * use appropriate communication and work skills for interacting with clients and colleagues with diverse needs |
| * apply appropriate communication strategies for recording and reporting work place practices | * use appropriate communication strategies for recording and reporting work place practices |
| * investigate the social, cultural and physical needs of individuals with a disability | * describe the social, cultural and physical needs of individuals with a disability |
| * examine appropriate services to empower the goals, rights and specific needs of individuals with a disability | * identify appropriate services to support the goals, rights and specific needs of individuals with a disability |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * social and cultural perspectives and biases in disability work | * social and cultural perspectives and biases in disability work |
| * diversity and inclusiveness in a variety of community services and work places; political, social, economic and cultural | * diversity and inclusiveness in a variety of community services and work places |
| * the impact of communication while working with diverse clients and colleagues including; disability with complex communication needs, language barriers, cultural backgrounds | * communication techniques for working with diversity including disabilities and non-English speaking backgrounds |
| * disability types; developmental and acquired, and the impact on participation and communication | * disability types; developmental and acquired, and the impact on participation and communication |
| * universal design for environments and activities | * universal design for environments and activities |
| * legal and ethical considerations including discrimination and human rights | * legal and ethical considerations including discrimination and human rights |
| * case studies of different groups; culture, race and ethnicity (Aboriginal and Torres strait islander groups), disability, religious, sexual orientation / identity etc | * case studies of different groups; culture, race and ethnicity (Aboriginal and Torres strait islander groups), disability, religious, sexual orientation / identity etc |
| * workplace documentation including care plans, NDIS plans, WHS reports, communication books etc | * workplace documentation |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCDIV001 | Work with diverse people | Core |
| FSKOCM07 | Interact effectively with others at work | Elective |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC22015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Aged Care Work Value: 0.5

This half unit (0.5) combines with **Disability Work (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * examine social and cultural perspectives and biases in the aged care sector | * discuss social and cultural perspectives and biases in the aged care sector |
| * apply appropriate communication and work skills for interacting with clients and colleagues with diverse needs | * use appropriate communication and work skills for interacting with clients and colleagues with diverse needs |
| * apply appropriate communication strategies for recording and reporting work place practices in the aged care sector | * use appropriate communication strategies for recording and reporting work place practices in the aged care sector |
| * investigate the social, cultural and physical needs of older people | * describe the social, cultural and physical needs of older people |
| * examine appropriate services to empower the goals, rights and specific needs of the older person | * identify appropriate services to support the goals, rights and specific needs of the older person |
| * evaluate strategies and opportunities that promote engagement and healthy lifestyle practices for older people in the community | * discuss strategies and opportunities that promote engagement and healthy lifestyle practices for older people in the community |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * social and cultural perspectives and biases in the aged care sector | * social and cultural perspectives and biases in the aged care sector |
| * diversity and inclusiveness in a variety of community services and work places; political, social, economic and cultural | * diversity and inclusiveness in a variety of community services and work places |

|  |  |
| --- | --- |
| * the impact of communication while working with diverse clients and colleagues including; disability with complex communication needs, language barriers, cultural backgrounds | * communication techniques for working with diversity including disabilities and non-English speaking backgrounds |
| * empowerment of older people through a focus on their needs, aspirations, goals and wants; addressing stereotypical attitudes and myths | * empowerment of older people through a focus on their needs, aspirations, goals and wants; addressing stereotypical attitudes and myths |
| * aged care services in the community i.e. residential aged care sector, home and community support sector, relevant agencies and referral networks for support services | * aged care services in the community i.e. residential aged care sector, home and community support sector, relevant agencies and referral networks for support services |
| * supporting the rights of older people i.e. confidentiality, advocating, identifying and reporting of abuse and neglect | * supporting the rights of older people i.e. confidentiality, advocating, identifying and reporting of abuse and neglect |
| * promoting health and re-ablement of older people | * promoting health and well-being of older people |
| * health issues impacting on older people | * health issues impacting on older people |
| * workplace documentation including care plans, WHS reports, communication books. etc | * workplace documentation |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCDIV001 | Work with diverse people | Core |
| CHCAGE001 | Facilitate the empowerment of older people | Elective |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC22015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Introduction to Active Volunteering Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

### Introduction to Active Volunteering a (0.5)

### Introduction to Active Volunteering b (0.5)

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * analyse the concept of active volunteering | * describe the concept of active volunteering |
| * explain the key ideas underpinning active volunteering | * identify the key ideas underpinning active volunteering |
| * analyse the purpose of active volunteering and explain the role of stakeholders | * describe the nature and purpose of active volunteering and explain the role of stakeholders |
| * apply safe work practices and procedures in volunteer work. | * demonstrate safe work skills in volunteering environments |
| * communicate effectively with others in a volunteering capacity | * communicate appropriately, under supervision, with others in a volunteering capacity |
| * develop and evaluate strategies to solve routine workplace problems | * identify and respond to routine workplace problems using a variety of strategies |
| * select and compose appropriate routine written and digital workplace texts | * compose routine written and digital workplace texts |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * apply effective volunteering skills within an organisation | * volunteer within an organisation, under supervision |
| * roles and responsibilities of volunteers in organisations | * roles and responsibilities of volunteers in organisations |
| * skills for volunteering in a variety of capacities and contexts | * skills for volunteering in a variety of capacities and contexts |
| * workplace health and safety processes in volunteering and community service contexts | * workplace health and safety processes |
| * written and oral communication skills for a range of audiences including clients and co-workers | * written and oral communication skills for a range of audiences including clients and co-workers |
| * analyse factors contributing to workplace problems and evaluate a range of solutions | * identify factors contributing to workplace problems and under supervision develop solutions |

## Units of Competency

Competence must be demonstrated over time and in the full range of **Volunteering** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package Release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCVOL001 | Be an effective volunteer \* | Core |
| HLTWH001 | Participate in workplace health and safety | Core |
| BSBCMM201 | Communicate in the workplace | Core |
| FSKLRG09 | Use strategies to respond to routine workplace problems | Elective |

\*Minimum 20 hours of volunteering

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC24015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Introduction to Active Volunteering a Value: 0.5

This half unit (0.5) combines with **Introduction to Active Volunteering b (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * analyse the concept of active volunteering | * describe the concept of active volunteering |
| * explain the key ideas underpinning active volunteering | * identify the key ideas underpinning active volunteering |
| * analyse the purpose of active volunteering and explain the role of stakeholders | * describe the nature and purpose of active volunteering and explain the role of stakeholders |
| * apply safe work practices and procedures in volunteer work | * demonstrate safe work skills in volunteering environments |
| * develop and evaluate strategies to solve routine workplace problems | * identify and respond to routine workplace problems using a variety of strategies |

## Content

All content below must be delivered.

|  |  |
| --- | --- |
| A | M |
| * workplace health and safety processes in volunteering and community service contexts | * workplace health and safety processes. |
| * analyse factors contributing to workplace problems and evaluate a range of solutions | * identify factors contributing to workplace problems and under supervision develop solutions |

## Units of Competency

Competence must be demonstrated over time and in the full range of **Volunteering** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package Release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| HLTWH001 | Participate in workplace health and safety | Core |
| FSKLRG09 | Use strategies to respond to routine workplace problems | Elective |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC24015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Introduction to Active Volunteering b Value: 0.5

This half unit (0.5) combines with **Introduction to Active Volunteering a (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * analyse the concept of active volunteering | * describe the concept of active volunteering |
| * explain the key ideas underpinning active volunteering | * identify the key ideas underpinning active volunteering |
| * analyse the purpose of active volunteering and explain the role of stakeholders | * describe the nature and purpose of active volunteering and explain the role of stakeholders |
| * communicate effectively with others in a volunteering capacity | * communicate appropriately, under supervision, with others in a volunteering capacity |
| * select and compose appropriate routine written and digital workplace texts | * compose routine written and digital workplace texts |

## Content

All content below must be delivered

|  |  |
| --- | --- |
| A | M |
| * apply effective volunteering skills within an organisation | * volunteer within an organisation, under supervision |
| * roles and responsibilities of volunteers in organisations | * roles and responsibilities of volunteers in organisations |
| * skills for volunteering in a variety of capacities and contexts | * skills for volunteering in a variety of capacities and contexts |
| * written and oral communication skills for a range of audiences including clients and co-workers | * written and oral communication skills for a range of audiences including clients and co-workers |

## Units of Competency

Competence must be demonstrated over time and in the full range of **Volunteering** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC2 Community Services Training Package Release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCVOL001 | Be an effective volunteer \* | Core |
| BSBCMM201 | Communicate in the workplace | Core |

\*Minimum 20 hours of volunteering

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC24015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Participate in Active Volunteering Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

### Participate in Active Volunteering a (0.5)

### Participate in Active Volunteering b (0.5)

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * analyse the purpose of active volunteering and explain the role of stakeholders | * describe the nature and purpose of active volunteering and explain the role of stakeholders |
| * explain how active volunteering changes across different contexts |  |
| * respond to and work with a range of diverse people in a volunteering capacity | * work with a range of diverse people in a volunteering capacity |
| * apply effective volunteering skills within an organisation | * volunteer within an organisation, under supervision |
| * classify the various stakeholders and interpret the purpose of interaction | * identify the audience and interpret the purpose of interaction |
| * use effective oral and non-verbal communication strategies for interacting with stakeholders | * communicate orally and non-verbally with stakeholders |
| * select and compose appropriate routine written and digital workplace texts | * compose routine written and digital workplace texts |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * skills for working with diverse social cultural groups and volunteering situations | * skills for working with diverse social cultural groups and volunteering situations |
| * written and oral interaction skills for a range of audiences including clients and co-workers | * written and oral interaction skills for a range of audiences including clients and co-workers |
| * workplace texts both written and digital including instructions, timeframes, documentation and standard operating procedures | * workplace texts both written and digital including instructions, timeframes, documentation and standard operating procedures |
| * methods of verbal and non-verbal communication to demonstrate understanding and respect in a volunteering capacity | * methods of verbal and non-verbal communication |
| * barriers to effective communication and methods to resolve conflict | * barriers to communication and methods to resolve conflict |
| * research organizational policies and procedures and documentation required for continuous improvement | * with supervision, research organizational policies and procedures and documentation required for continuous improvement |

## Units of Competency

Competence must be demonstrated over time and in the full range of **Volunteering** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package Release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCDIV001 | Work with diverse people | Core |
| FSKWTG09 | Write routine workplace texts | Elective |
| CHCCOM005 | Communicate and work in health or community services | Elective |
| FSKOCM07 | Interact effectively with others at work | Elective |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC24015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Participate in Active Volunteering a Value: 0.5

This half unit (0.5) combines with **Participate in Active Volunteering b (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * analyse the purpose of active volunteering and explain the role of stakeholders | * describe the nature and purpose of active volunteering and explain the role of stakeholders |
| * explain how active volunteering changes across different contexts |  |
| * respond to and work with a range of diverse people in a volunteering capacity | * work with a range of diverse people in a volunteering capacity |

## Content

All content below must be delivered

|  |  |
| --- | --- |
| A | M |
| * skills for working with diverse social cultural groups and volunteering situations | * skills for working with diverse social cultural groups and volunteering situations |
| * workplace texts both written and digital including instructions, timeframes, documentation and standard operating procedures | * workplace texts both written and digital including instructions, timeframes, documentation and standard operating procedures |
| * research organisational policies and procedures and documentation required for continuous improvement | * with supervision, research organisational policies and procedures and documentation required for continuous improvement |

## Units of Competency

Competence must be demonstrated over time and in the full range of **Volunteering** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package Release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| FSKWTG09 | Write routine workplace texts | Elective |
| FSKOCM07 | Interact effectively with others at work | Elective |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC24015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Participate in Active Volunteering b Value: 0.5

This half unit (0.5) combines with **Participate in Active Volunteering a (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * classify the various stakeholders and interpret the purpose of interaction | * identify the audience and interpret the purpose of interaction |
| * use effective oral and non-verbal communication strategies for interacting with stakeholders | * communicate orally and non-verbally with stakeholders |
| * select and compose appropriate routine written and digital workplace texts | * compose routine written and digital workplace texts |

## Content

All content below must be delivered

|  |  |
| --- | --- |
| A | M |
| * written and oral interaction skills for a range of audiences including clients and co-workers | * written and oral interaction skills for a range of audiences including clients and co-workers |
| * workplace texts both written and digital including instructions, timeframes, documentation and standard operating procedures | * workplace texts both written and digital including instructions, timeframes, documentation and standard operating procedures |
| * methods of verbal and non-verbal communication to demonstrate understanding and respect in a volunteering capacity | * methods of verbal and non-verbal communication |
| * barriers to effective communication and methods to resolve conflict | * barriers to communication and methods to resolve conflict |

## Units of Competency

Competence must be demonstrated over time and in the full range of **Volunteering** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC2 Community Services Training Package Release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCDIV001 | Work with diverse people | Core |
| CHCCOM005 | Communicate and work in health or community services | Elective |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at: <http://training.gov.au/Training/Details/CHC24015>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33 - 39.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Information and communication technology (ICT) capability |  |  |  |  |
| Critical and creative thinking |  |  |  |  |
| Personal and social capability |  |  |  |  |
| Ethical behaviour |  |  |  |  |
| Intercultural understanding |  |  |  |  |

# Community Services SWL Value: 0.5

## Prerequisites

Structured Workplace Learning can be undertaken on successful completion of at least one standard unit.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

* Prepare for and undertake work roles in the community services sector
* Consolidate learning and demonstrate competence in a community services environment
* Develop personal, technical and social skills to enhance their performance as an employee
* Work individually and as a team member to complete daily work activities.

## Units of Competency

Competence must be demonstrated over time and in the full range of **Community Services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package Release 2.0,** which provides performance criteria, range statements and assessment contexts.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency | Core/Elective |
| CHCCOM005 | Communicate and work in health or community services | Core |
| BSBWOR202 | Organise and complete daily work activities | Core |
| HLTWHS001 | Participate in workplace health and safety | Core |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at <http://training.gov.au/Training/Details/CHC22015>

## Assessment

Students need to complete a minimum of 27.5 hours in a Vocational Placement to obtain credit for this unit (0.5).

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor’s reports, third party peer and client reports.

### Structured Workplace Learning Assessment

Refer to page 27.

### Competency Based Assessment

Refer to page 26.

# Active Volunteering SWL Unit Value: 0.5

## Prerequisites

Structured Workplace Learning can be undertaken on successful completion of either *Introduction to Active Volunteering* or *Work in Community Services.*

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

* Prepare for and undertake volunteering roles in the community services sector
* Provide evidence that can contribute to competencies identified for this placement
* Develop personal, technical and social skills to enhance their performance as an employee
* Work individually and as a team member to achieve organisational goals

## Units of Competency

Teachers must use this document in conjunction with the Units of Competence from **CHC Community Services Training Package Release 2.0**, which provides performance criteria, range statements and assessment contexts. Competence must be demonstrated over time and in the full range of **Volunteering** environments.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency | Core/Elective |
| CHCVOL001 | Be an effective volunteer | Core |
| HLTWHS001 | Participate in workplace health and safety | Core |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at <http://training.gov.au/Training/Details/CHC14015> and

<http://training.gov.au/Training/Details/CHC24015>

## Assessment

Students need to complete a minimum of 27.5 hours in a Vocational Placement to obtain credit for this unit (0.5).

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor’s reports, third party peer and client reports.

### Structured Workplace Learning Assessment

Refer to page 27.

### Competency Based Assessment

Refer to page 26.

# Working in Early Childhood Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

### Working in Early Childhood a (0.5)

### Working in Early Childhood b (0.5)

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * implement safe work practices and policies | * apply safe work practices and policies |
| * analyse the purpose of relevant legislation and law, applicable to the work role | * identify relevant legislation and law, applicable to the work role |
| * explain the different perspectives and strategies to meet ethical responsibilities | * identify different perspectives and strategies to meet ethical responsibilities |
| * examine work practices and develop an improvement plan to meet legal and ethical responsibilities | * identify areas of workplace improvement and develop a plan to meet legal and ethical responsibilities |
| * evaluate and apply relevant learning frameworks to support children’s learning | * use relevant learning frameworks to support children’s learning |
| * communicate for specific audiences and purposes | * communicate for specific audiences and purposes |
| * undertake an independent inquiry on a legal or ethical issue within the early childhood sector | * undertake an independent inquiry on a legal or ethical issue within the early childhood sector |

## Content

All content below must be delivered

|  |  |
| --- | --- |
| A | M |
| * overview of relevant legislation , legal issues relevant to the sector, work role and responsibilities | * overview of relevant legislation applicable to work role |
| * principles and practices of confidentiality, duty of care, complaints | * confidentiality, duty of care, complaints |
| * rights and responsibilities of employers and employees | * rights and responsibilities of employers and employees |
| * hazard identification and strategies to deal with hazards | * hazard identification and strategies to deal with hazards |
| * emergency procedures | * emergency procedures |
| * investigate different learning frameworks, recognise the differences and identify the relationship of the learning framework to other laws and regulations | * identify and describe the different learning frameworks |
| * relevant learning frameworks to support children’s learning and all aspects of the educator role | * relevant learning framework to support children’s learning |
| * sector operating standards and code of ethics, breaches, problem solving, personal attitudes / values | * sector operating standards and code of ethics, breaches, problem solving, personal attitudes / values |
| * strategies for addressing common ethical issues , ethical decision making | * common ethical issues and ethical decision making |
| * principles and practices of upholding rights of children and young people –un convention | * rights of children and young people –un convention |
| * WHS legislation relevant to the sector and state/territory | * WHS legislation relevant to the sector and state/territory |
| * WHS - workplace policies and procedures | * WHS - workplace policies and procedures |
| * safety signs, infection control, manual handling/tasks | * safety signs, infection control, manual handling/tasks |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCLEG001 | Work legally and ethically | Core |
| CHCECE009 | Use an approved learning framework to guide practice | Core |
| HLTWHS001 | Participate in workplace health and safety | Core |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

<http://training.gov.au/Training/Details/CHC30113>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33-39.

Relevant Frameworks that underpin the competency in this unit include:

* The **National Quality Framework** for Early Childhood Education and Care (NQF)
* The **National Quality Standard** (NQS)
* The **Australian Early Childhood Association** (AECA) Code of Ethics
* The **Early Years Learning Framework** (EYLF)

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  | ✓ | ✓ | ✓ |
| Numeracy |  |  | ✓ | ✓ |
| Information and communication technology (ICT) capability |  |  | ✓ | ✓ |
| Critical and creative thinking | ✓ | ✓ | ✓ | ✓ |
| Personal and social capability |  | ✓ | ✓ |  |
| Ethical behaviour | ✓ | ✓ | ✓ | ✓ |
| Intercultural understanding |  |  | ✓ | ✓ |

# Working in Early Childhood a Value: 0.5

This half unit (0.5) combines with **Working in Early Childhood b (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * evaluate and apply relevant learning frameworks to support children’s learning | * use relevant learning frameworks to support children’s learning |
| * communicate for specific audiences and purposes | * communicate for specific audiences and purposes |

## Content

All content below must be delivered

|  |  |
| --- | --- |
| A | M |
| * rights and responsibilities of employers and employees | * rights and responsibilities of employers and employees |
| * investigate different learning frameworks, recognise the differences and identify the relationship of the learning framework to other laws and regulations | * identify and describe the different learning frameworks |
| * relevant learning frameworks to support children’s learning and all aspects of the educator role | * relevant learning framework to support children’s learning |
| * safety signs, infection control, manual handling/tasks | * safety signs, infection control, manual handling/tasks |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCECE009 | Use an approved learning framework to guide practice | Core |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

<http://training.gov.au/Training/Details/CHC30113>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33-39.

Relevant Frameworks that underpin the competency in this unit include:

* The **National Quality Framework** for Early Childhood Education and Care (NQF)
* The **National Quality Standard** (NQS)
* The **Australian Early Childhood Association** (AECA) Code of Ethics
* The **Early Years Learning Framework** (EYLF)

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  | ✓ | ✓ | ✓ |
| Numeracy |  |  | ✓ | ✓ |
| Information and communication technology (ICT) capability |  |  | ✓ | ✓ |
| Critical and creative thinking | ✓ | ✓ | ✓ | ✓ |
| Personal and social capability |  | ✓ | ✓ |  |
| Ethical behaviour | ✓ | ✓ | ✓ | ✓ |
| Intercultural understanding |  |  | ✓ | ✓ |

# Working in Early Childhood b Value: 0.5

This half unit (0.5) combines with **Working in Early Childhood a (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * implement safe work practices and policies | * apply safe work practices and policies |
| * analyse the purpose of relevant legislation and law, applicable to the work role | * identify relevant legislation and law, applicable to the work role |
| * explain the different perspectives and strategies to meet ethical responsibilities | * identify different perspectives and strategies to meet ethical responsibilities |
| * examine work practices and develop an improvement plan to meet legal and ethical responsibilities | * identify areas of workplace improvement and develop a plan to meet legal and ethical responsibilities |
| * undertake an independent inquiry on a legal or ethical issue within the early childhood sector | * undertake an independent inquiry on a legal or ethical issue within the early childhood sector |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * overview of relevant legislation , legal issues relevant to the sector, work role and responsibilities | * overview of relevant legislation applicable to work role |
| * principles and practices of confidentiality, duty of care, complaints | * confidentiality, duty of care, complaints |
| * hazard identification and strategies to deal with hazards | * hazard identification and strategies to deal with hazards |
| * emergency procedures | * emergency procedures |
| * sector operating standards and code of ethics, breaches, problem solving, personal attitudes / values | * sector operating standards and code of ethics, breaches, problem solving, personal attitudes / values |
| * strategies for addressing common ethical issues , ethical decision making | * common ethical issues and ethical decision making |
| * principles and practices of upholding rights of children and young people – United Nations convention | * rights of children and young people – United Nations convention |
| * WHS legislation relevant to the sector and state/territory | * WHS legislation relevant to the sector and state/territory |
| * WHS - workplace policies and procedures | * WHS - workplace policies and procedures |
| * safety signs, infection control, manual handling/tasks | * safety signs, infection control, manual handling/tasks |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCLEG001 | Work legally and ethically | Core |
| HLTWHS001 | Participate in workplace health and safety | Core |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

<http://training.gov.au/Training/Details/CHC30113>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33-39.

Relevant Frameworks that are referred to in this unit include:

* The **National Quality Framework** for Early Childhood Education and Care (NQF)
* The **National Quality Standard** (NQS)
* The **Australian Early Childhood Association** (AECA) Code of Ethics
* The **Early Years Learning Framework** (EYLF)

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  | ✓ | ✓ | ✓ |
| Numeracy |  |  | ✓ | ✓ |
| Information and communication technology (ICT) capability |  |  | ✓ | ✓ |
| Critical and creative thinking | ✓ | ✓ | ✓ | ✓ |
| Personal and social capability |  | ✓ | ✓ |  |
| Ethical behaviour | ✓ | ✓ | ✓ | ✓ |
| Intercultural understanding |  |  | ✓ | ✓ |

# Development and Nutrition Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

### Development and Nutrition a (0.5)

### Development and Nutrition b (0.5)

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * analyse the physical, cognitive, social, emotional and communication development of children and plan appropriate learning activities | * determine the physical, cognitive, social, emotional and communication development of children and plan learning activities |
| * explain and justify the importance of creating an environment for holistic learning and development | * explain the importance of creating an environment for holistic learning and development |
| * explain the key factors that need to be addressed to promote healthy eating among children | * identify the key factors that need to be addressed to promote healthy eating among children |
| * analyse the purpose of maintaining food safety while carrying out food handling activities. | * describe the food safety procedures that need to be followed while carrying out food handling activities. |
| * communicate for specific audiences and purposes | * communicate for specific audiences and purposes |
| * undertake an independent inquiry on an individual child’s development | * undertake an independent inquiry on an individual child’s development |

## Content

All content below must be delivered

|  |  |
| --- | --- |
| A | M |
| * use of relevant frameworks and standards, including the United Nations Convention | * use of relevant frameworks and standards, including the United Nations Convention |
| * Interact with Children a– 0 to 12 years; early brain development; importance of early years | * Interact with Children a– 0 to 12 years; early brain development; importance of early years |
| * theories of development such as Vygotsky, Piaget, Gardener, Freud |  |
| * factors affecting development – biological, environmental, trauma, diet, play | * factors affecting development – biological, environmental, trauma, diet, play |
| * recommendations for healthy eating, Australian Dietary Guidelines, recommended daily intake for 0-5, Individual dietary requirements, infant feeding & introduction of solids, impact of poor diet on growth and development | * recommendations for healthy eating, Australian Dietary Guidelines, recommended daily intake for 0-5, Individual dietary requirements, infant feeding & introduction of solids |
| * food allergies / intolerances – possible reactions | * food allergies / intolerances – possible reactions |
| * food handling requirements - policies and procedures | * food handling requirements - policies and procedures |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCECE010 | Support the holistic development of children in early childhood | Core |
| CHCECE004 | Promote and provide healthy food and drinks | Core |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

<http://training.gov.au/Training/Details/CHC30113>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33-39.

Relevant Frameworks that are referred to in this unit include:

* The **National Quality Framework** for Early Childhood Education and Care (NQF)
* The **Australian Early Childhood Association** (AECA) Code of Ethics
* The **National Quality Standard** (NQS)
* The **Early Years Learning Framework** (EYLF)

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  | ✓ | ✓ | ✓ |
| Numeracy |  | ✓ | ✓ | ✓ |
| Information and communication technology (ICT) capability |  |  | ✓ | ✓ |
| Critical and creative thinking | ✓ |  | ✓ | ✓ |
| Personal and social capability |  | ✓ | ✓ | ✓ |
| Ethical behaviour | ✓ | ✓ | ✓ | ✓ |
| Intercultural understanding |  | ✓ | ✓ | ✓ |

# Development and Nutrition a Value: 0.5

This half unit (0.5) combines with **Development and Nutrition b (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * analyse the physical, cognitive, social, emotional and communication development of children and plan appropriate learning activities | * determine the physical, cognitive, social, emotional and communication development of children and plan learning activities |
| * explain and justify the importance of creating an environment for holistic learning and development | * explain the importance of creating an environment for holistic learning and development |
| * undertake an independent inquiry on an individual child’s development | * undertake an independent inquiry on an individual child’s development |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * use of relevant frameworks and standards, including the United Nations Convention | * use of relevant frameworks and standards, including the United Nations Convention |
| * Interact with Children a– 0 to 12 years; early brain development; importance of early years | * Interact with Children a– 0 to 12 years; early brain development; importance of early years |
| * theories of development such as Vygotsky, Piaget, Gardener, Freud | * theories of development such as Vygotsky, Piaget, Gardener, Freud |
| * factors affecting development – biological, environmental, trauma, diet, play | * factors affecting development – biological, environmental, trauma, diet, play |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCECE010 | Support the holistic development of children in early childhood | Core |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

<http://training.gov.au/Training/Details/CHC30113>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33-39.

Relevant Frameworks that are referred to in this unit include:

* The **National Quality Framework** for Early Childhood Education and Care (NQF)
* The **Australian Early Childhood Association** (AECA) Code of Ethics
* The **National Quality Standard** (NQS)
* The **Early Years Learning Framework** (EYLF)

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  | ✓ | ✓ | ✓ |
| Numeracy |  | ✓ | ✓ | ✓ |
| Information and communication technology (ICT) capability |  |  | ✓ | ✓ |
| Critical and creative thinking | ✓ |  | ✓ | ✓ |
| Personal and social capability |  | ✓ | ✓ | ✓ |
| Ethical behaviour | ✓ | ✓ | ✓ | ✓ |
| Intercultural understanding |  | ✓ | ✓ | ✓ |

# Development and Nutrition b Value: 0.5

This half unit (0.5) combines with **Development and Nutrition a (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals:

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * explain the key factors that need to be addressed to promote healthy eating among children | * identify the key factors that need to be addressed to promote healthy eating among children |
| * analyse the purpose of maintaining food safety * while carrying out food handling activities. | * describe the food safety procedures that need to be followed while carrying out food handling activities. |
| * communicate for specific audiences and purposes | * communicate for specific audiences and purposes |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * use of relevant frameworks and standards, including the United Nations Convention | * use of relevant frameworks and standards, including the United Nations Convention |
| * recommendations for healthy eating, Australian Dietary Guidelines, recommended daily intake for 0-5, Individual dietary requirements, infant feeding & introduction of solids, impact of poor diet on growth and development | * recommendations for healthy eating, Australian Dietary Guidelines, recommended daily intake for 0-5, Individual dietary requirements, infant feeding & introduction of solids |
| * food allergies / intolerances – possible reactions | * food allergies / intolerances – possible reactions |
| * food handling requirements - policies and procedures | * food handling requirements - policies and procedures |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCECE004 | Promote and provide healthy food and drinks | Core |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

<http://training.gov.au/Training/Details/CHC30113>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33-39.

Relevant Frameworks that are referred to in this unit include:

* The **National Quality Framework** for Early Childhood Education and Care (NQF)
* The **Australian Early Childhood Association** (AECA) Code of Ethics
* The **National Quality Standard** (NQS)
* The **Early Years Learning Framework** (EYLF)

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  | ✓ | ✓ | ✓ |
| Numeracy |  | ✓ | ✓ | ✓ |
| Information and communication technology (ICT) capability |  |  | ✓ | ✓ |
| Critical and creative thinking | ✓ |  | ✓ | ✓ |
| Personal and social capability |  | ✓ | ✓ | ✓ |
| Ethical behaviour | ✓ | ✓ | ✓ | ✓ |
| Intercultural understanding |  | ✓ | ✓ | ✓ |

# Relationships in Early Childhood Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

### Relationships in Early Childhood a (0.5)

### Relationships in Early Childhood b (0.5)

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * explain and demonstrate the qualities of effective communication and positive interactions with children | * demonstrate the qualities of effective communication and positive interactions with children |
| * analyse the importance of supporting and respecting children, maintaining their dignity and rights | * demonstrate support and respect of children, maintaining their dignity and rights |
| * analyse and evaluate the requirements of a safe and supportive environment | * identify the requirements of a safe and supportive environment |
| * investigate children’s behaviour; develop, implement and evaluate strategies for support | * investigate children’s behaviour and develop strategies for support, with supervision |
| * communicate for specific audiences and purposes | * communicate for specific audiences and purposes |
| * undertake an independent inquiry on an behavioural issue within the early childhood sector | * undertake an independent inquiry on an behavioural issue within the early childhood sector |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * use of relevant frameworks and standards | * use of relevant frameworks and standards |
| * communication techniques – verbal and non-verbal, active listening, interpreting cues, responding to distress, showing respect | * communication techniques – verbal and non-verbal, active listening, interpreting cues, responding to distress, showing respect |
| * guiding children’s behavior, behaviours of concern – positive support strategies | * guiding children’s behavior , behaviours of concern |

|  |  |
| --- | --- |
| * respecting similarities / differences | * respecting similarities / differences |
| * children and decision making / planning | * children and decision making / planning |
| * mental health issues, environment, culture and their impact on behavior | * mental health issues, environment, culture and their impact on behavior |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCECE007 | Develop positive and respectful relationships with children | Core |
| CHCECE006 | Support behaviour of children and young people\*\* | Elective |

\*\*To be awarded this competency, skills must be demonstrated in a regulated education and care service.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

<http://training.gov.au/Training/Details/CHC30113>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33-39.

Relevant Frameworks that are referred to in this unit include:

* The **National Quality Framework** for Early Childhood Education and Care (NQF)
* The **National Quality Standard** (NQS)
* The **Early Years Learning Framework** (EYLF)

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  | ✓ | ✓ |
| Numeracy |  |  | ✓ | ✓ |
| Information and communication technology (ICT) capability |  |  | ✓ | ✓ |
| Critical and creative thinking | ✓ | ✓ | ✓ | ✓ |
| Personal and social capability |  | ✓ | ✓ | ✓ |
| Ethical behaviour |  | ✓ | ✓ | ✓ |
| Intercultural understanding | ✓ | ✓ | ✓ | ✓ |

# Relationships in Early Childhood a Value: 0.5

This half unit (0.5) combines with **Relationships in Early Childhood b (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals:

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * explain and demonstrate the qualities of effective communication and positive interactions with children | * demonstrate the qualities of effective communication and positive interactions with children |
| * analyse the importance of supporting and respecting children, maintaining their dignity and rights | * demonstrate support and respect of children, maintaining their dignity and rights |
| * analyse and evaluate the requirements of a safe and supportive environment | * identify the requirements of a safe and supportive environment |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * use of relevant frameworks and standards | * use of relevant frameworks and standards |
| * communication techniques – verbal and non-verbal, active listening, interpreting cues, responding to distress, showing respect | * communication techniques – verbal and non-verbal, active listening, interpreting cues, responding to distress, showing respect |
| * respecting similarities / differences | * respecting similarities / differences |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCECE007 | Develop positive and respectful relationships with children | Core |

\*\*To be awarded this competency, skills must be demonstrated in a regulated education and care service.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

<http://training.gov.au/Training/Details/CHC30113>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33-39.

Relevant Frameworks that are referred to in this unit include:

* The **National Quality Framework** for Early Childhood Education and Care (NQF)
* The **National Quality Standard** (NQS)
* The **Early Years Learning Framework** (EYLF)

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  | ✓ | ✓ |
| Numeracy |  |  | ✓ | ✓ |
| Information and communication technology (ICT) capability |  |  | ✓ | ✓ |
| Critical and creative thinking | ✓ | ✓ | ✓ | ✓ |
| Personal and social capability |  | ✓ | ✓ | ✓ |
| Ethical behaviour |  | ✓ | ✓ | ✓ |
| Intercultural understanding | ✓ | ✓ | ✓ | ✓ |

# Relationships in Early Childhood b Value: 0.5

This half unit (0.5) combines with **Relationships in Early Childhood a (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * investigate children’s behaviour; develop, implement and evaluate strategies for support | * investigate children’s behaviour and develop strategies for support, with supervision |
| * communicate for specific audiences and purposes | * communicate for specific audiences and purposes |
| * undertake an independent inquiry on an behavioural issue within the early childhood sector | * undertake an independent inquiry on an behavioural issue within the early childhood sector |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * use of relevant frameworks and standards | * use of relevant frameworks and standards |
| * guiding children’s behaviour, behaviours of concern – positive support strategies | * guiding children’s behaviour, behaviours of concern |
| * children and decision making / planning | * children and decision making / planning |
| * mental health issues, environment, culture and their impact on behavior | * mental health issues, environment, culture and their impact on behavior |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCECE006 | Support behaviour of children and young people\*\* | Elective |

\*\*To be awarded this competency, skills must be demonstrated in a regulated education and care service.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. Search for the CHC08 Community Services Training Package and choose the qualification level Certificate II in Community Services. This “qualification details” document provides the elements and performance criteria for current course content necessary for effective delivery of both the VET and Accredited courses. For further clarification speak to your school VET Coordinator.

A direct link to the specific qualification can be found at:

<http://training.gov.au/Training/Details/CHC30113>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33-39.

Relevant Frameworks that are referred to in this unit include:

* The **National Quality Framework** for Early Childhood Education and Care (NQF)
* The **National Quality Standard** (NQS)
* The **Early Years Learning Framework** (EYLF)

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  | ✓ | ✓ |
| Numeracy |  |  | ✓ | ✓ |
| Information and communication technology (ICT) capability |  |  | ✓ | ✓ |
| Critical and creative thinking | ✓ | ✓ | ✓ | ✓ |
| Personal and social capability |  | ✓ | ✓ | ✓ |
| Ethical behaviour |  | ✓ | ✓ | ✓ |
| Intercultural understanding | ✓ | ✓ | ✓ | ✓ |

# Early Childhood Health and Safety Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

### Early Childhood Health and Safety a (0.5)

### Early Childhood Health and Safety b (0.5)

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * evaluate individual children’s health needs and need for rest, sleep and relaxation | * identify individual children’s health needs and need for rest, sleep and relaxation |
| * explain the purpose of effective hygiene practices and the requirement to minimise risk | * describe the purpose of effective hygiene practices and the requirement to minimise risk |
| * analyse the purpose of active supervision and explain the role of the educator and key factors | * describe the purpose of active supervision, the role of the educator and key factors |
| * explain the key requirements of effective management of allergies (anaphylaxis) and asthma | * describe the key requirements of effective management of allergies (anaphylaxis) and asthma |
| * communicate for specific audiences and purposes | * communicate for specific audiences and purposes |
| * undertake an independent inquiry on an health and safety issue within the early childhood sector | * undertake an independent inquiry on an health and safety issue within the early childhood sector |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * use of relevant frameworks and standards | * use of relevant frameworks and standards |
| * risk analysis/management strategies – indoor / outdoor environments, toys, equipment, sleep and rest environments, supervision, fire safety | * risk analysis/management strategies – indoor / outdoor environments, toys, equipment, sleep and rest environments, supervision, fire safety |
| * hazards – identification , monitoring, strategies | * hazards – identification , monitoring, strategies |

|  |  |
| --- | --- |
| * medical issues (signs, symptoms, characteristics, treatments) – illness, allergies, anaphylaxis, asthma | * medical issues (signs, symptoms, characteristics, treatments) – illness, allergies, anaphylaxis, asthma |
| * oral health, hygiene and health practices | * oral health, hygiene and health practices |
| * organisational standards, policies and procedures | * organisational standards, policies and procedures |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCECE002 | Ensure the health and safety of children | Core |
| HLTAID004 | Provide an emergency first aid response in an education and care setting\* | Core |

\*This unit of competence will be delivered and assessed externally. Students will be given credit transfer for this competency.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

<http://training.gov.au/Training/Details/CHC30113>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33-39.

Relevant Frameworks that are referred to in this unit include:

* The **National Quality Framework** for Early Childhood Education and Care (NQF)
* The **National Quality Standard** (NQS)
* The **Early Years Learning Framework** (EYLF)

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  | ✓ | ✓ |
| Numeracy |  |  | ✓ | ✓ |
| Information and communication technology (ICT) capability |  |  | ✓ | ✓ |
| Critical and creative thinking | ✓ | ✓ | ✓ | ✓ |
| Personal and social capability | ✓ | ✓ | ✓ | ✓ |
| Ethical behaviour | ✓ | ✓ | ✓ | ✓ |
| Intercultural understanding | ✓ | ✓ | ✓ | ✓ |

# Early Childhood Health and Safety a Value: 0.5

This half unit (0.5) combines with **Early Childhood Health and Safety b (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * evaluate individual children’s health needs and need for rest, sleep and relaxation | * identify individual children’s health needs and need for rest, sleep and relaxation |
| * explain the purpose of effective hygiene practices and the requirement to minimise risk | * describe the purpose of effective hygiene practices and the requirement to minimise risk |
| * analyse the purpose of active supervision and explain the role of the educator and key factors | * describe the purpose of active supervision, the role of the educator and key factors |

## Content

All content below must be delivered

|  |  |
| --- | --- |
| A | M |
| * use of relevant frameworks and standards | * use of relevant frameworks and standards |
| * risk analysis/management strategies – indoor / outdoor environments, toys, equipment, sleep and rest environments, supervision, fire safety | * risk analysis/management strategies – indoor / outdoor environments, toys, equipment, sleep and rest environments, supervision, fire safety |
| * hazards – identification , monitoring, strategies | * hazards – identification , monitoring, strategies |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCECE002 | Ensure the health and safety of children | Core |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

<http://training.gov.au/Training/Details/CHC30113>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33-39.

Relevant Frameworks that are referred to in this unit include:

* The **National Quality Framework** for Early Childhood Education and Care (NQF)
* The **National Quality Standard** (NQS)
* The **Early Years Learning Framework** (EYLF)

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  | ✓ | ✓ |
| Numeracy |  |  | ✓ | ✓ |
| Information and communication technology (ICT) capability |  |  | ✓ | ✓ |
| Critical and creative thinking | ✓ | ✓ | ✓ | ✓ |
| Personal and social capability | ✓ | ✓ | ✓ | ✓ |
| Ethical behaviour | ✓ | ✓ | ✓ | ✓ |
| Intercultural understanding | ✓ | ✓ | ✓ | ✓ |

# Early Childhood Health and Safety b Value: 0.5

This half unit (0.5) combines with **Early Childhood Health and Safety a (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A | M |
| * explain the key requirements of effective management of allergies (anaphylaxis) and asthma | * describe the key requirements of effective management of allergies (anaphylaxis) and asthma |
| * communicate for specific audiences and purposes | * communicate for specific audiences and purposes |
| * undertake an independent inquiry on an health and safety issue within the early childhood sector | * undertake an independent inquiry on an health and safety issue within the early childhood sector |

## Content

All content below must be delivered:

|  |  |
| --- | --- |
| A | M |
| * use of relevant frameworks and standards | * use of relevant frameworks and standards |
| * medical issues (signs, symptoms, characteristics, treatments) – illness, allergies, anaphylaxis, asthma | * medical issues (signs, symptoms, characteristics, treatments) – illness, allergies, anaphylaxis, asthma |
| * oral health, hygiene and health practices | * oral health, hygiene and health practices |
| * organisational standards, policies and procedures | * organisational standards, policies and procedures |

## Units of Competency

Competence must be demonstrated over time and in the full range of **community services** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC Community Services Training Package release 2.0**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CHCECE002 | Ensure the health and safety of children | Core |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

<http://training.gov.au/Training/Details/CHC30113>

## Teaching and Learning Strategies

Refer to page 23.

## Assessment

Refer to Assessment on pages 24 - 25.

## Resources

Refer to Resources on pages 33-39.

Relevant Frameworks that are referred to in this unit include:

* The **National Quality Framework** for Early Childhood Education and Care (NQF)
* The **National Quality Standard** (NQS)
* The **Early Years Learning Framework** (EYLF)

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| Literacy |  |  | ✓ | ✓ |
| Numeracy |  |  | ✓ | ✓ |
| Information and communication technology (ICT) capability |  |  | ✓ | ✓ |
| Critical and creative thinking | ✓ | ✓ | ✓ | ✓ |
| Personal and social capability | ✓ | ✓ | ✓ | ✓ |
| Ethical behaviour | ✓ | ✓ | ✓ | ✓ |
| Intercultural understanding | ✓ | ✓ | ✓ | ✓ |

# SWL Early Childhood Education and Care 1 Value: 0.5

## Prerequisites

Successful completion of the following unit: Working in Early Childhood (1.0).

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goal

This unit should enable students to:

* consolidate learning and demonstrate competence in an early childhood education and care environment
* provide evidence that can contribute to competencies identified for this placement
* develop personal, technical and social skills to enhance their performance as an employee
* work individually and as a team member to achieve organisational goals.

## Units of Competence

Teachers must use this document in conjunction with the Units of Competence from Community Services Training Package CHC, which provides performance criteria, range statements and assessment contexts. Competence must be demonstrated over time and in the full range of community service environments.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency | Core/Elective |
| HLTWHS001 | Participate in workplace health and safety | Core |
| CHCLEG001 | Work legally and ethically | Core |
| CHCECE009 | Use an approved learning framework to guide practice | Core |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at

<http://training.gov.au/Training/Details/CHC30113>

## Assessment

Students need to complete a minimum of 27.5 hours in a Vocational Placement to obtain credit for this unit (0.5).

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor’s reports, third party peer and client reports.

### Structured Workplace Learning Assessment

Refer to page 27.

### Competency Based Assessment

Refer to page 26.

# SWL Early Childhood Education and Care 2 Value: 0.5

## Prerequisites

Successful completion of the following unit: Development and Nutrition (1.0).

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goal

This unit should enable students to:

* consolidate learning and demonstrate competence in an early childhood education and care environment
* provide evidence that can contribute to competencies identified for this placement
* develop personal, technical and social skills to enhance their performance as an employee
* work individually and as a team member to achieve organisational goals.

## Units of Competence

Teachers must use this document in conjunction with the Units of Competence from Community Services Training Package CHC, which provides performance criteria, range statements and assessment contexts. Competence must be demonstrated over time and in the full range of community service environments.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency | Core/Elective |
| CHCECE010 | Support the holistic development of children in early childhood | Core |
| CHCECE004 | Promote and provide healthy food and drinks | Core |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

<http://training.gov.au/Training/Details/CHC30113>

## Assessment

Students need to complete a minimum of 27.5 hours in a Vocational Placement to obtain credit for this unit (0.5).

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor’s reports, third party peer and client reports.

### Structured Workplace Learning Assessment

Refer to page 27.

### Competency Based Assessment

Refer to page 26.

# SWL Early Childhood Education and Care 3 Value: 0.5

## Prerequisites

Successful completion of the following unit: Relationships in Early Childhood (1.0).

## Duplication of Content Rules

Refer to page 19.

## Specific Unit Goal

This unit should enable students to:

* consolidate learning and demonstrate competence in an early childhood education and care environment
* provide evidence that can contribute to competencies identified for this placement
* develop personal, technical and social skills to enhance their performance as an employee
* work individually and as a team member to achieve organisational goals.

## Units of Competence

Teachers must use this document in conjunction with the Units of Competence from Community Services Training Package CHC, which provides performance criteria, range statements and assessment contexts. Competence must be demonstrated over time and in the full range of community service environments.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency | Core/Elective |
| CHCECE007 | Develop positive and respectful relationships with children | Core |
| CHCECE006 | Support behaviour of young people | Elective |

It is essential to access www.training.gov.aufor detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

<http://training.gov.au/Training/Details/CHC30113>

## Assessment

Students need to complete a minimum of 27.5 hours in a Vocational Placement to obtain credit for this unit (0.5).

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor’s reports, third party peer and client reports.

### Structured Workplace Learning Assessment

Refer to page 27.

### Competency Based Assessment

Refer to page 26.