



Australian Government

**Assessment Requirements for CHCSAC005
Foster the holistic development and
wellbeing of the child in school age care**

Release: 4

Assessment Requirements for CHCSAC005 Foster the holistic development and wellbeing of the child in school age care

Modification History

Release	Comments
Release 4	Updated: <ul style="list-style-type: none">• assessor requirements statement• foundation skills lead in statement• licensing statement• modification history to reflect 2012 standards Equivalent outcome.
Release 3	Corrections to metadata and mapping. Equivalent outcome.
Release 2	Corrections to metadata and mapping. Equivalent outcome.
Release 1	This new unit was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. New unit developed to address child development requirements of educators working with school age children.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- planned and provided opportunities for at least three children ranging between the ages of 5 to 12 years, including:
 - facilitating and supporting emotional and psychological development in children
 - encouraging self-help and independence of children
 - planning opportunities to foster children's positive self-concept and self-esteem
 - providing a positive and safe environment to encourage children to express thoughts, feelings and ideas
- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- relevant aspects of theories of children's emotional and psychological development as they apply to the educator's role
- the links between social and physical development, and between psychological and cognitive development
- an in-depth level of a range of developmental theories for children between 5 and 12 years of age
- contextual factors which influence the children's emotional and psychological development
- factors which enhance the development of self-esteem and self-identity
- core principles of child development and associated developmental tasks
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework
- the relevant approved learning framework under the National Quality Framework

Assessors must satisfy the Standards for Registered Training Organisations (RTOs)

2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>