



Australian Government

CHCSAC002 Develop and implement play and leisure experiences in school age care

Release: 2

CHCSAC002 Develop and implement play and leisure experiences in school age care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to develop and implement play and leisure experiences for children participating in school age care.

This unit applies to educators working in school age care services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Identify play and leisure interests of children in school age care

1.1 Collect information about children in school age care through a variety of methods including asking the children

1.2 Observe and evaluate children's wellbeing, development and learning

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1.3 Use information collected to address the needs of children in school age care

1.4 Identify and review a range of possible experiences and programs that are suitable to the school age care context

1.5 Select activity or program based on children's expressed needs, organisation requirements and resource availability

1.6 Ensure individual children's support and guidance needs are clarified by parents/carers, supervisor or other staff and child

2. Prepare play and leisure experiences

2.1 Plan experiences in consultation with children, parents and other stakeholders ensuring requirements and needs are met

2.2 Determine operational arrangements for experiences and assess feasibility within budgets and timeframes

2.3 Develop flexible implementation plans to suit a variety of contexts and to respond to contingencies

2.4 Include evaluation strategies in the program plan

3. Implement school age care experience and/or program

3.1 Set up environments for leisure and play according to interests and needs of children

3.2 Adapt activities and programs to changing needs of the group and dynamics as required

3.3 Respond to and manage implementation problems promptly and where necessary seek support from the supervisor

4. Evaluate activities and programs in school age care

4.1 Define criteria to judge effectiveness of activity/program in consultation with relevant stakeholders

4.2 Use appropriate evaluation strategies during and after activities/programs for revision and development of future programs

4.3 Prepare feedback reports on activity/program outcomes

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

as required

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for CHCSAC002 Develop and implement play and leisure experiences in school age care

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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, implemented and assessed at least two indoor and two outdoor learning experiences, including:
 - identifying particular support needs of at least one individual child and at least one group of children
 - developing implementation and evaluation plans and strategies
 - implementing play and leisure experiences according to plans and responding to issues promptly
 - evaluating the play and leisure experience for effectiveness and future development
 - preparing feedback on activity or program outcomes.

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
- good practice and industry standards for working with children in outside of school hours care
- budgetary and timeframe requirements for developing and implementing activities/programs in school age care
- development factors relevant to the age group and appropriateness of the activity/program
- evaluative processes for school age care programs
- legislation and industry standards as they relate to activities delivered in the school age care context
- organisational policies, procedures and guidelines.

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>