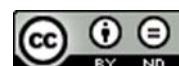


22319VIC Course in Supported Playgroup Facilitation

Version 2

Accredited for the period: 1 January 2017 to 31 December 2021

This course has been accredited under Part 4.4 of the *Education and Training Reform Act 2006*.



| Modification Table | |
|---------------------------------|---|
| Version 2 – approved 24/01/2019 | Amendment to ‘ <i>context of and specific resources for assessment</i> ’ section of the following units to allow for the use of case studies/scenarios and sample documentation: <ul style="list-style-type: none"> • VU21895 Engage families to participate in groups • VU21896 Facilitate a supported playgroup • VU21897 Support family transitions • VU21898 Conduct in home visits |
| Version 1 – approved 01/01/2017 | Initial Accreditation |



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Section A: Copyright and course classification information

| | |
|----------------------------------|--|
| 1. Copyright owner of the course | Department of Education and Training |
| 2. Address | <p>Executive Director Engagement, Participation and Inclusion Division Higher Education and Skills Group Department of Education and Training (DET) GPO Box 4367 Melbourne VIC 3001</p> <p>Organisational Contact:</p> <p>Manager Training Products Unit Higher Education and Skills Group Telephone: (03) 7022 1619 Email: course.enquiry@edumail.vic.gov.au</p> <p>Day to Day Contact</p> <p>Human Services Curriculum Maintenance Manager Swinburne University of Technology PO Box 218 Hawthorn VIC 3122 Email: cmmhs@swin.edu.au Phone: 03 9214 5034 / 9214 8501</p> |
| 3. Type of submission | This course is submitted for accreditation. |
| 4. Copyright acknowledgement | Not Applicable |
| 5. Licensing and franchise | <p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2016.</p> <p>This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (http://creativecommons.org/licenses/by-nd/3.0/au/). You are free to use, copy and distribute to anyone in its original form as long as you attribute Department of Education and Training as the author and you license any derivative work you make available under the same licence.</p> <p>Request for other use should be addressed to:</p> <p>Executive Director Engagement, Participation and Inclusion Division Higher Education and Skills Group Department of Education and Training (DET) GPO Box 4367 Melbourne VIC 3001</p> <p>Copies of this publication can be downloaded free of charge from the DET website here</p> <p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2016.</p> |



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|-----------------------------------|--|
| 6. Course accrediting body | Victorian Registration and Qualifications Authority |
| 7. AVETMISS information | <i>ANZSCO code</i> – 134299 Health and Welfare Services Managers nec <i>ASCED Code</i> – 0905 Human Welfare Studies and Services <i>National course code</i> – 22319VIC |
| 8. Period of accreditation | 1 January 2017 to 31 December 2021 |

Section B: Course information

| | |
|---|---|
| 1. Nomenclature Standard 1 AQTF Standards for Accredited Courses | |
| 1.1 Name of the qualification | Course in Supported Playgroup Facilitation |
| 1.2 Nominal duration of the course | 120 Hours |
| 2. Vocational or educational outcomes Standard 1 AQTF Standards for Accredited Courses | |
| 2.1 Purpose of the course | The course is designed to develop the skills and knowledge of supported playgroup facilitators who assist parents to develop parenting skills that support their children's learning and development outcomes. |
| 3. Development of the course Standards 1 and 2 AQTF Standards for Accredited Courses | |
| 3.1 Industry / enterprise/ community needs | <p>The Department of Education and Training (DET) funds approximately 175 Supported Playgroups in 35 Victorian Local Government Areas. The DET funded Supported Playgroups provide access to play groups for disadvantaged families and children who may not normally have the opportunity to attend playgroups.</p> <p>The knowledge and skills required to operate supported playgroups originates from both the early years sector and the support work/family support and intervention areas. The merging, integration and application of these knowledge and skill bases in playgroup practice implementation is unique and distinctive, and hence the purpose in developing this specific accredited course. Many agencies and organisations use the supported playgroup platform to support the families they work with and some implement an evidence based parenting program within the model.</p> <p>Play experiences at playgroup are guided by the Victorian Early Years Learning and Development Framework (VEYLDF). This framework describes practice principles to achieve the best outcomes for every child. Supported Playgroups support vulnerable parents and promote improved health, development and wellbeing outcomes for children, as well as build parent confidence and capacity, while supporting the establishment of social networks (DEECD 2012).</p> <p>Supported Playgroup Facilitators undertake engagement of families into the program in addition to facilitating the Supported Playgroups. They promote the engagement of parents by modelling developmentally-appropriate play experiences and parenting practices and connecting families to services and supports they need in the community. The DET requires facilitators of Supported Playgroups funded by the Department to hold Diploma level qualifications (AQF Level 5) in the areas of early childhood education, social work or community services and health. However it is considered that the outcomes of these qualifications do not precisely align with the skills and knowledge required to work as a Supported Playgroup facilitator.</p> <p>There is also a range of other groups such as the In Home Support for Aboriginal Families and Playgroups Victoria supported playgroups who conduct similar activities.</p> |



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| | <p>There is currently no endorsed training package or accredited course that addresses the skills and knowledge required to facilitate Supported Playgroups.</p> <p>Project Steering Committee</p> <p>A Project Steering Committee was established to guide and oversee the development of the 22319VIC Course in Supported Playgroup Facilitation and comprised:</p> <ul style="list-style-type: none"> • Janice Robertson (Chair) - Manager, Parenting Support Unit, DET • Janine Regan - Manager Practice and Research, Playgroup Victoria • Deborah Njegac - Supported Playgroup Manager, Playgroup Victoria • Assoc Prof Jan Matthews - Principal Research Fellow, Parenting Research Centre • Anne Butterworth - Manager Access, Participation and Performance, South Western Victoria region • Linda Sinadinis - Early Childhood Performance and Planning Adviser, DET, Inner East North-Eastern Victoria • Jonny Isaacson - Trainer and Assessor Early Childhood Education, Victoria Polytechnic • Jennifer Fleischer - Curriculum Maintenance Manager Human Services, Swinburne University of Technology • Clare Green - Senior Policy Officer Participation, Transition and Inclusion Unit, Koorie Outcomes Division, DET • Eddie Chapman - CEO, Association for Children with a Disability <p>A Skills and Knowledge Profile was developed following analysis of the skills and knowledge required for supported play group facilitators and advice from Project Steering Committee members. The Profile was further informed by the Project Steering Committee who validated the skill and knowledge outcomes represented in the units of competency that make up the course.</p> |
| 3.2 Review for re-accreditation | Not Applicable |
| 4. Course outcomes Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses | |
| 4.1 Qualification level | <p><i>Standards 1, 2 and 3 AQTF Standards for Accredited Courses</i></p> <p>The Course in Supported Playgroup Facilitation does not have breadth, depth or volume of learning that aligns with any level of the Australian Qualifications Framework.</p> |
| 4.2 Employability skills | <p><i>Standard 4 AQTF Standards for Accredited Courses</i></p> <p>Not Applicable</p> |
| 4.3 Recognition given to the course (if applicable) | <p><i>Standard 5 AQTF Standards for Accredited Courses</i></p> <p>Not Applicable</p> |

| 4.4 Licensing/ regulatory requirements (if applicable) | <p><i>Standard 5 AQTF Standards for Accredited Courses</i></p> <p>The involvement of children in the delivery and / or assessment of this Course would require Course participants and trainers and assessors to have a current Working With Children check (more information is available here).</p> | | | |
|--|--|--|-------------------|------------------|
| 5. Course rules Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses | | | | |
| 5.1 Course structure <p>To be eligible for the 22319VIC Course in Supported Playgroup Facilitation, learners must successfully complete a total of 5 core units.</p> | | | | |
| <p>Where the course is not completed, a Statement of Attainment will be issued for any completed units.</p> | | | | |
| Unit of competency/ module code | Field of Education code (six- digit) | Unit of competency/module title | Pre- requisite | Nominal hours |
| Core units | | | | |
| VU21894 | 090503 | Apply a practice framework | Nil | 15 |
| VU21895 | 090503 | Engage families to participate in groups | Nil | 25 |
| VU21896 | 090503 | Facilitate a supported playgroup | Nil | 30 |
| VU21897 | 090503 | Support family transitions | Nil | 20 |
| VU21898 | 090503 | Conduct in home visits | Nil | 30 |
| Total nominal hours | | | | 120 |
| 5.2 Entry requirements | <p><i>Standard 9 AQTF Standards for Accredited Courses</i></p> <p>There are no entry requirements for the 22319VIC Course in Supported Playgroup facilitation.</p> <p>Learners enrolling in the 22319VIC Course in Supported Playgroup Facilitation are best equipped to undertake the course if they have minimum language and literacy skills aligned to the Australian Core Skills Framework Level 3 (refer to the framework on the Department of Education and Training website here).</p> <p>Learners who have lower levels of language and literacy may require additional support to complete the course.</p> | | | |
| 6. Assessment Standards 10 and 12 AQTF Standards for Accredited Courses | | | | |
| 6.1 Assessment strategy | <p><i>Standard 10 AQTF Standards for Accredited Courses</i></p> <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> | | | |

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| | <ul style="list-style-type: none"> • Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>The assessment strategy should include a range of assessment methods and evidence gathering techniques.</p> <p>Wherever possible an integrated approach to assessment should be used to:</p> <ul style="list-style-type: none"> • maximise opportunities for holistic skill development • reduce atomisation and duplication of evidence collection • support authentic assessment by reflecting activities that are relevant to the candidate’s current or intended work environment. <p>Assessment methods may include:</p> <ul style="list-style-type: none"> • evaluation of case studies to assess the ability to apply knowledge to situations relevant to the candidates current or intended work environment • oral and / or written questioning to confirm required knowledge • observation of candidates responding to simulated scenarios that reflect the types of encounters experienced in the current or intended work environment • observation of interactions and collaboration with referral agencies and families <p>Appropriate assessment methods are suggested in each unit.</p> |
| <p>6.2 Assessor competencies</p> | <p><i>Standard 12 AQTF Standards for Accredited Courses</i></p> <p>Assessor competencies for this course are consistent with the requirements of the AQTF Standards for Registration Standard 1.4 that require trainers and assessors to:</p> <ul style="list-style-type: none"> • have the training and assessment competencies determined by the National Skills Standards Council (NSSC) or its successors, • have the relevant vocational competencies at least to the level being delivered or assessed, and; • continue to develop their vocational and training and assessment competencies to support continuous improvements in the delivery of RTO services. <p>See AQTF User guides to the Essential Conditions and Standards for Initial/Continuing Registration.</p> <p>or</p> |

| | |
|---|--|
| | Standard 1: Clauses 1.13, 1.14, 1.15, 1.16 and 1.17 of the Standards for Registered Training Organisations (SRTOs) 2015. |
| 7. Delivery | Standards 11 and 12 AQTF Standards for Accredited Courses |
| 7.1 Delivery modes | <p><i>Standard 11 AQTF Standards for Accredited Courses</i></p> <p>Delivery modes should provide opportunities for practical skills development to support work ready outcomes.</p> |
| 7.2 Resources | <p><i>Standard 12 AQTF Standards for Accredited Courses</i></p> <p>Resources include teachers/trainers who meet the Australian Quality Training Framework Essential Conditions and Standards for Initial / Continuing Registration Standard 1.4.</p> <p>or</p> <p>Standard 1: Clauses 1.13,1.14,1.15,1.16 and 1.17 of the Standards for Registered Training Organisations (SRTOs) 2015</p> <p>Delivery and assessment materials, including all relevant documentation, should reflect the current or intended work environment of the learner.</p> |
| 8. Pathways and articulation | Standard 8 AQTF Standards for Accredited Courses |
| | There are no formal articulation arrangements in place. |
| 9. Ongoing monitoring and evaluation | Standard 13 AQTF Standards for Accredited Courses |
| | <p>The Curriculum Maintenance Manager, Human Services, has responsibility for the ongoing monitoring and maintenance of this qualification.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users of the curriculum and will consider at a minimum any changes required to meet emerging or developing needs.</p> <p>Any significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the VRQA.</p> |

Section C: Units of Competency



| | |
|---|---|
| Unit Code | VU21894 |
| Unit Title | Apply a practice framework |
| Unit Descriptor | This unit describes the skills and knowledge to identify a relevant practice framework and how it can be applied to the facilitation of supported playgroups. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to supported playgroup facilitators who work with diverse groups of children and parents. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Investigate the relevant practice framework | <p>1.1 Identify the purpose of the <i>practice framework</i></p> <p>1.2 Identify the <i>key principles or components</i> of the framework</p> <p>1.3 Investigate how the framework supports learning and development outcomes for children and their families</p> <p>1.4 Identify <i>supporting resources</i> to assist in the implementation of the framework.</p> |
| 2 Analyse the link between framework and practice | <p>2.1 Analyse how the framework supports effective interaction with <i>parents</i> and their families</p> <p>2.2 Investigate how the framework supports the development of partnerships with relevant professionals</p> <p>2.3 Identify strategies to apply framework principles to <i>own role</i> in collaboration with other <i>relevant staff</i></p> <p>2.4 Identify ways in which practice supports the framework</p> <p>2.5 Identify any potential <i>barriers or issues</i> in applying the framework</p> <p>2.6 Identify <i>strategies to address barriers or issues</i></p> |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- aims and goals of the relevant program and how the framework supports them
- own responsibilities within the framework
- organisational policies and procedures related to implementation of the framework

Required Skills:

- literacy skills to locate and use information in the framework
- problem solving skills to identify and address barriers in the application of the framework to own practice

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Practice framework may include:

- the Victorian Early Years Learning and Development Framework (VEYLDF)
- The Playgroup Victoria Framework
- evidence based parenting programs based on principles of social learning and focussing on the development of effective parenting skills

Key principles or components may include:

- objectives
- practice principles
- implementation strategies
- models
- legislative requirements
- accountability and reporting

Supporting resources may include:

- staff and colleagues
- case studies
- interactive resources

Parents may include:

- parents
- guardians
- grandparents

Own role may include:

- Department of Education and Training funded Supported Playgroup facilitator
- supported playgroup facilitator employed by an agency or organisation

- Relevant staff** may include:
- In Home Support for Aboriginal Families facilitator
 - supervisors
 - early childhood educators

- Barriers or issues** may include:
- lack of parental engagement
 - non attendance
 - conflict or behavioural issues
 - parent dissatisfaction with program
 - family personal circumstances
 - lack of transport

- Strategies to address barriers or issues** may include:
- seeking support from internal or external agencies
 - referring to a more appropriate agency
 - involving community members

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- investigate the practice framework relevant to own current or intended work as a supported playgroup facilitator and its components
- analyse the way in which the framework supports the work of facilitators

Context of and specific resources for assessment

Assessment must ensure:

- access to the relevant framework

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- oral or written questioning to confirm knowledge of the framework and its components
- an oral or written presentation providing examples of how the framework would apply to own practice as a supported playgroup facilitator
- portfolio of case studies to identify the application of the framework to supported playgroups

| | |
|---|---|
| Unit Code | VU21895 |
| Unit Title | Engage families to participate in groups |
| Unit Descriptor | This unit describes the skills and knowledge to engage with families to encourage their participation in groups designed to support the development of parenting skills. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to supported playgroup facilitators who work with diverse groups of children and parents. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Identify potential families | <p>1.1 Determine referral pathways into the program</p> <p>1.2 Liaise with referring staff to identify eligible families in the target group and their needs</p> <p>1.3 Undertake activities to promote the group program to eligible families in the target group</p> <p>1.4 Identify and document potential barriers which could impact on participation in the group</p> <p>1.5 Identify and implement strategies and actions to encourage families to join a group</p> |
| 2 Convey information about the program | <p>2.1 Explain the purpose and benefits of participating in the program to families</p> <p>2.2 Explain the role of parents in supported playgroups to the family</p> <p>2.3 Consult with parents to identify goals and aspirations related to their parenting role</p> <p>2.4 Identify the ways in which participation in the group can assist parents to address issues and concerns</p> |
| 3 Follow-up potential families | <p>3.1 Make contact with families who expressed initial interest in joining a group</p> <p>3.2 Respond to any ongoing concerns about participating in groups if raised by the family</p> |

- | | | | |
|---|----------------------------|---|--|
| | 3.3 | Provide any additional information as required | |
| | 3.4 | Gather and document information about families as required | |
| 4 | Review engagement approach | 4.1 | Evaluate the effectiveness of the engagement approach |
| | | 4.2 | Identify factors impacting on the success of engagement approach |
| | | 4.3 | Identify strategies to improve the effectiveness of engagement with families |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- sources of referral to groups
- information about specific cultural groups relevant to the current or intended work role
- concept of playgroups in different cultures
- factors affecting participation in playgroups and how they can be managed
- effective approaches for promoting the benefits of participation in supported playgroups

Required Skills:

- communication skills to:
 - liaise with referring staff to identify families for participation and to provide information on the program
 - liaise with families about participation in a group
 - provide information about the benefits of participating in groups
- problem solving skills to:
 - identify potential barriers to participation and ways to address these
 - review issues with engagement processes to improve their effectiveness
- planning and organising skills to manage engagement with families
- literacy skills to complete referral information for groups

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Referral pathways may include:

- Maternal Child Health service
- health agencies
- family support services

Liaise with referring staff may include:

- providing information about the program to the referral source:
 - aims
 - benefits
 - requirements to participate
- providing feedback on program outcomes to the referral source

Needs may include:

- building family connection with communities and services
- increased capacity to be involved in child's play

Activities may include:

- forming partnerships with community and cultural groups
- running information sessions for referral sources and parents
- inviting parents to visit an existing playgroup
- distributing information at local schools
- orientation or taster programs

Group may include:

- Department of Education and Training funded Supported Playgroup
- other supported playgroup

Potential barriers may include:

- access to venue
- access to transport
- cultural differences
- language barriers
- health issues
- other commitments
- parental perceptions of relevance of program
- scheduling of programs
- economic/financial difficulties

- parental expectations
 - changing circumstances between enrolment and commencement of program
- Strategies and actions** may include:
- creating a welcoming environment
 - forming partnerships with community agencies and cultural groups
 - flexible scheduling of programs:
 - location and timing of programs
 - inclusion of community volunteer
 - promoting access:
 - transport options
- Purpose and benefits** may include:
- provide support for parent–child interaction and bonding
 - encourage development of social relationships within the group
 - encourage establishment of social networks external to the group
 - provide the opportunity for families to transition into community groups and get involved with community activities
- Parents** may include:
- parents
 - guardians
 - grandparents
- Contact** may include:
- follow-up telephone call
 - face to face appointment
 - email
 - social media
- Information** may include:
- personal information
 - country of birth
 - cultural background
 - languages spoken
 - parents' education level
 - record of interaction with the family
 - perceived issues of the family
- Effectiveness** may include:
- the number of families participating in a supported playgroup

- frequency of attendance at supported playgroups
- retention over a period of time
- active involvement in playgroup activities

Factors may include:

- actions
- practices
- strategies
- external influences

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- work with referral agencies to identify and engage with families to encourage participation in groups
- work with families to convey information about the benefits of participating in a group
- review the engagement approach and identify ways of improving its effectiveness

Context of and specific resources for assessment

Assessment must ensure access to:

- sources of referral
- families with suitably aged children or case studies/scenarios where access to vulnerable individuals is not appropriate
- relevant organisational documentation or sample documents

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of interaction with referral agencies and families
- oral or written questioning to confirm knowledge of factors affecting participation in groups and strategies to address these
- case studies documenting successful engagement approaches

| | |
|---|---|
| Unit Code | VU21896 |
| Unit Title | Facilitate a supported playgroup |
| Unit Descriptor | This unit describes the skills and knowledge to plan, facilitate and evaluate supported playgroup sessions. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to supported playgroup facilitators who work with diverse groups of children and parents. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Plan the supported playgroup sessions | <p>1.1 Access <i>sources of information</i> to identify the <i>characteristics</i> and <i>needs of parents</i> and children</p> <p>1.2 Assist parents to identify their strengths</p> <p>1.3 Collaborate with parents to establish <i>guidelines for the conduct of the sessions</i></p> <p>1.4 Consult parents to identify potential areas of interest or activities for inclusion in the program and respond to suggestions</p> <p>1.5 Design <i>activities appropriate to each child's developmental stage and needs</i> and document as required</p> <p>1.6 Design activities to model age and culturally appropriate play experiences to enable parent-child interaction</p> <p>1.7 Provide <i>opportunities</i> to promote interaction and discussion amongst parents</p> <p>1.8 Identify <i>positive strategies to maintain and support respectful relationships</i> within groups</p> <p>1.9 Identify and access <i>resources to support the sessions</i></p> <p>1.10 Provide a <i>safe learning environment</i></p> |

| | | |
|--|-----|---|
| 2 Facilitate a supported playgroup session | 2.1 | Discuss the selected activities and their purpose with parents |
| | 2.2 | Collaborate with parents to set up and implement identified activities |
| | 2.3 | Model play activities to promote child development and parent–child interaction |
| | 2.4 | Provide information and support to parents to transfer activities to the home environment |
| | 2.5 | Encourage interaction and discussion amongst parents |
| | 2.6 | Apply positive strategies to maintain and support respectful relationships within the group |
| | 2.7 | Advise parents on other resources to support child development |
| | 2.8 | Complete documentation related to the session as required |
| 3 Evaluate playgroup session | 3.1 | Identify factors which impacted on the effectiveness of the session |
| | 3.2 | Seek feedback on the session from parents |
| | 3.3 | Identify improvements which can be made to subsequent sessions |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- developmentally and culturally appropriate activities to plan an appropriate session
- a strength based approach to assist parents to identify their own strengths
- the role of play in learning and development of children
- models of family centred practice
- models to encourage positive parent-child interaction
- strategies for supporting positive group dynamics
- regulatory requirements such as Child Safe Standards
- documentation requirements of the program
- organisational policies, procedures and or guidelines such as the requirements of Child Safe Standards as they apply to own role and Occupational / Work Health and Safety

Required Skills:

- communication skills to:
 - collaborate with parents to establish and conduct the group
 - convey information about child development and suitable activities to support this
- problem solving skills to:
 - maintain and support respectful relationships within the group
 - evaluate sessions and implement strategies to improve practice
- planning and organising skills to structure a session to promote positive parent-child interaction

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Sources of information may include

- family record
- referral information
- parent questionnaire

Characteristics may include:

- age range of children
- range of abilities
- range of cultural backgrounds
- disabilities
- parental education level
- strengths of parents

Needs may include:

- support for parent–child interaction and bonding
- establishment of social networks
- establishment of links to community groups and activities
- activities to use with children at home
- access to information about child development
- access to parenting information

Parents may include:

- parents
- guardians
- grandparents

Guidelines for the conduct of the sessions may include:

- identifying the goals of each session
- communicating to parents the program for each session:
 - introductions
 - opportunities for social interaction
 - developmental opportunities for children
 - opportunities for modelling positive parent – child interactions
 - discussion with parents on parent – child interactions / child development
- respecting the confidentiality of participant information
- sharing tasks
- use of phones
- establishing group processes

Activities appropriate to each child's developmental stage and needs may include:

- free play
- construction
- outdoor play / messy play / pretend play / make believe play
- active play such as jumping, climbing, balancing
- music / dancing / singing / rhymes
- access to books
- finger and hand painting
- storytelling
- playing with play doh
- free drawing / colouring
- excursions
- projects for parents to work on with children
- self discovery activities

Opportunities may include:

- peer discussion amongst parents
- dedicated discussion time
- parent to parent mentoring

Positive strategies to maintain and support respectful relationships may include:

- modelling positive behaviours
- seeking assistance
- establishing group processes

Resources to support the session may include:

- equipment to conduct activities
- activity newsletters
- activity kits
- toys
- everyday materials that can be played with instead of toys

Safe learning environment must include:

- a physically safe environment
- an emotionally safe environment

Resources to support child development may include:

- community health information
- Raising Children network

Documentation may include:

- attendance record
- record of goals for each supported playgroup session
- referrals to other services and/or supports

Factors may include:

- low attendance
- parent reluctance to engage with the session
- inappropriate activities
- non alignment between program and family goals
- own professional practice

Feedback may include:

- parent questionnaires
- informal feedback

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- collaborate with parents to plan a supported playgroup session
- facilitate a supported playgroup session
- liaise with parents to evaluate the effectiveness of a supported playgroup session

Context of and specific resources for assessment

Assessment must ensure access to:

- parents with suitably aged children to participate in a supported playgroup or case studies/scenarios where access to vulnerable individuals is not appropriate

- resources to facilitate the supported playgroup
- relevant organisational documentation or sample documents

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of interaction with parents in the planning and facilitation of a supported playgroup
- oral or written questioning to confirm knowledge of child development, developmentally appropriate activities and role modelling techniques to promote parent-child interaction
- written reflections on the conduct of sessions

| | |
|---|---|
| Unit Code | VU21897 |
| Unit Title | Support family transitions |
| Unit Descriptor | This unit describes the skills and knowledge to support families to transition from supported playgroups and to develop a family transition plan in consultation with families attending supported playgroups. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to supported playgroup facilitators who work with diverse groups of children and parents. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Develop a family transition plan | <p>1.1 Work with families to identify the <i>purpose</i> of a family transition plan</p> <p>1.2 Conduct ongoing consultation with families to identify <i>areas</i> in which support is required</p> <p>1.3 Identify appropriate <i>services</i> for family referral</p> <p>1.4 Provide information to families about available community-based social and personal support</p> <p>1.5 Document the transition plan according to organisational requirements</p> <p>1.6 Discuss the plan with the family and respond to any requests for further information</p> |
| 2 Adjust family transition plan | <p>2.1 Collect and use information arising from ongoing participation in supported playgroups to identify amendments to the plan</p> <p>2.2 Review the transition plan with <i>parents</i> and discuss amendments</p> <p>2.3 Document agreed amendments as required</p> <p>2.4 Finalise family transition plan at the end of attendance at supported playgroup</p> <p>2.5 Provide <i>assistance</i> to the family to implement the plan</p> |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- relevant community organisations and their functions
- components of a family transition plan
- processes to access services to assist families
- potential barriers to implementation of transition plan and ways to address these

Required Skills:

- communication skills to consult with families to discuss support needs
- literacy skills to document a family transition plan
- planning and organising skills to support families to access opportunities for community-based social and personal support
- problem solving skills to identify how ongoing family support needs can be met

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Purpose may include:

- identify services to meet family needs
- support families to access services

Areas may include:

- health
- mental health
- early childhood education
- parenting
- relationships

Services may include:

- health services
- maternal and child health
- kindergarten
- relationship counselling
- parenting support services

Parents may include:

- parents
- guardians
- grandparents

Assistance may include:

- contacting an agency or group on behalf of the family
- support to enrol a child
- working with the family to address any barriers to implementation of the plan
- conducting follow up activities according to organisational requirements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- consult with families to identify ongoing support needs
- use information from families to develop, review and implement an agreed family transition plan
- support families to implement the transition plan

Context of and specific resources for assessment

Assessment must ensure access to:

- parents with suitably aged children to participate in a supported playgroup or case studies/scenarios where access to vulnerable individuals is not appropriate
- information about available services
- relevant organisational documentation or sample documents

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of interaction with families to establish ongoing support needs
- oral or written questioning to confirm knowledge of available support services and referral procedures
- portfolio of documented family transition plans including amendments

| | |
|---|---|
| Unit Code | VU21898 |
| Unit Title | Conduct in home visits |
| Unit Descriptor | This unit describes the skills and knowledge to plan, conduct and review home visits conducted as part of programs designed to assist parents to develop parenting skills that support their child's development. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to supported playgroup facilitators who work with diverse groups of children and parents. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Plan the home visit | <ul style="list-style-type: none"> 1.1 Determine eligibility for in home support 1.2 Determine the purpose of the visit 1.3 Prepare any equipment, resources and / or documentation required to support the visit 1.4 Determine any potential risks to personal safety and any additional information that will support the visit 1.5 Schedule the visit with the family |
| 2 Conduct the home visit | <ul style="list-style-type: none"> 2.1 Provide information, clarify purpose of visit and confirm the person's understanding 2.2 Provide information about selected activities and their purpose to parents 2.3 Work with parents to set up and implement identified activities 2.4 Model play activities to promote child development and parent–child interaction 2.5 Monitor the conduct of the home visit to complete planned activities within the prescribed timeline 2.6 Apply strategies to support achievement of intended outcomes 2.7 Engage appropriately with others in the home |

- 3 Review the home visit
- 3.1 Seek **feedback** on the visit from the parent
 - 3.2 Review feedback and determine any **future adjustments** to home visits to support positive interactions
 - 3.3 Complete document requirements according to the requirements of the program
 - 3.4 Make arrangements for further visits as appropriate

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- objectives and parameters of in home visits
- scope of own responsibilities when in a family home
- principles of respectful relationships
- documentation requirements of the relevant program
- the requirements of Child Safe Standards as they apply to own role
- organisational requirements for the conduct of in home visits

Required Skills:

- communication skills to:
 - organise the in home visit
 - collaborate with parents to enable working in partnership
 - interact with parents, children and others in the home
 - seek and respond to feedback from parents
- planning and organising skills to:
 - plan and conduct activities
 - schedule visits and make arrangements for further visits as required
- problem solving skills to maintain and support respectful relationships
- literacy skills to complete documentation requirements

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Eligibility may include:

- identified criteria for accessing the program
- additional vulnerabilities

Purpose of the visit may include:

- encourage participation in a supported playgroup
- provide individualised support to parents

Additional information may include:

- reports of issues or concerns related to the family
- previous issues encountered
- specific cultural practices that may impact on the conduct of the home visit

Activities may include:

- free play
- music and dancing
- singing
- rhymes
- sharing books
- finger and hand painting
- free drawing
- colouring

Parents may include:

- parents
- guardians
- grandparents

Feedback may include:

- questions
- preferences for activities

Future adjustments may include:

- timing of visits
- activities
- approaches used

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- plan, conduct and review in home visits associated with supported playgroup programs
- reflect on feedback from parents to inform future adjustments to the conduct of home visits

Context of and specific resources for assessment

Assessment must ensure access to:

- parents with suitably aged children to participate in home visits or case studies/scenarios where access to vulnerable individuals is not appropriate
- resources to facilitate the visit
- relevant organisational documentation or sample documents

Method(s) of assessment

The following assessment methods are suitable for this unit:

- review of preparatory plans for conducting home visits
- observation of the conduct of in home visits
- written or oral reflection of feedback received and adjustments that could be made to promote improvements