



Australian Government

Assessment Requirements for CHCECE005 Provide care for babies and toddlers

Release: 2

Assessment Requirements for CHCECE005 Provide care for babies and toddlers

Modification History

Release	Comments
Release 2	<p>Updated:</p> <ul style="list-style-type: none"> • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards <p>Equivalent outcome.</p>
Release 1	<p>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.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

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:

- provided care to at least different three babies and toddlers of varying ages using safe and hygienic practices, including:
 - assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain
 - setting up a safe environment conducive to rest
 - changing nappies
 - heating breast milk and formula, preparing bottles and preparing and heating food
 - cleaning equipment and utensils
 - feeding babies
- developed a nurturing and securely attached relationship with at least three different babies and toddlers of varying ages, including:

- settling new babies and toddlers through observing, monitoring and appropriately interacting with them and their caregivers
- engaging in one-to-one interactions with babies and toddlers during daily routines
- supported the learning of at least three different babies and toddlers of varying ages, including:
 - responding appropriately to babies' and toddlers' cues and language
 - initiating and modelling language with babies and toddlers
 - providing stimulating environments that support skill development
 - modifying the environment and interactions to support babies/toddlers changing requirements
 - encouraging their attempts to gain new skills
 - providing opportunities to develop self-knowledge and awareness
 - contributing to their emotional and psychological well-being
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 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
- individual patterns and routines of babies and toddlers
- appropriate interactions with babies and toddlers, including:
 - individual differences of babies' and toddlers' needs for rest, and sleep/rest patterns
 - signs of stress, distress or pain in babies and toddlers
 - social development of babies and toddlers
- dietary requirements and nutritional needs of babies and toddlers
- food safety guidelines
- recommendations for oral health, including restricting bottles meal times only
- guidelines for infection control
- safe and unsafe practices for working with babies
- different practices and routines used by various families and their underlying cultural or personal rationale
- emotional, physical and language development of babies and toddlers

- attachment theory
- Sudden Infant Death Syndrome
- United Nations Convention on the Rights of the Child
- brain development in babies and toddlers
- organisational 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 for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessment must involve:

- interactions with actual babies and toddlers under the age of 24 months under the supervision of an early childhood educator.

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>