



**Australian Government**

**Assessment Requirements for CHCECE011  
Provide experiences to support children's  
play and learning**

**Release: 2**

## Assessment Requirements for CHCECE011 Provide experiences to support children's play and learning

### Modification History

Release	Comments
Release 2	Updated: <ul style="list-style-type: none"><li>• assessor requirements statement</li><li>• foundation skills lead in statement</li><li>• licensing statement</li><li>• modification history to reflect 2012 standards</li></ul> 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:

- set up a safe environment on at least three occasions (including at least one indoor and one outdoor), including:
  - demonstrating effective selection and placement of equipment and resources, with consideration for safety of the children
  - guiding and facilitating individual children's play and learning experiences, including allowing for children to make decisions
  - creating an environment that allows for individual and collaborative experiences
  - providing a range of experiences to stimulate children and aid learning, including those that allow exploration of natural materials, environments and experiences.

## 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
- relevance of the approved framework to pedagogical practices
- play and learning experiences, associated resources and materials relevant to the interests and abilities of children
- role of play in learning
- theories that pertain to play
- reflective practice
- United Nations Convention of the Rights of the Child
- organisational standards, policies and procedures
- safety measures available to minimise risks for children and others.

## 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.

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>