



Australian Government

**Assessment Requirements for CHCECE013
Use information about children to inform
practice**

Release: 2

Assessment Requirements for CHCECE013 Use information about children to inform practice

Modification History

Release	Comments
Release 2	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 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:

- observed, documented and analysed information regarding at least three children of varying ages, including:
 - gathering and recording information using:
 - observations
 - questioning
 - discussion with families
 - anecdotal information
 - learning stories
 - jottings
 - digital images
 - samples of children's work
 - analysing observations of the children's behaviour, including:

- aspects of child's development
- knowledge, ideas, abilities and interests
- social interactions
- reactions to play environment
- writing reports that record observations accurately and respectfully to the level of detail expected in the service
- using information to contribute to program/planning.

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 standards and framework documents to find areas relevant to this unit of competency
- United Nations Convention on the Rights of the Child
- code of ethics
- reflective practice
- child development, in order to analyse information and plan accordingly
- observation techniques
- report-writing standards and protocols relevant to the context of observation reports
- 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
- observation-recording tools.

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>