



Australian Government

Assessment Requirements for CHCECE003 Provide care for children

Release: 3

Assessment Requirements for CHCECE003 Provide care for children

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Amendment made to Assessment Requirements, Assessment Conditions to improve clarity. New text to read: “Skills must be assessed in the workplace.” No change. 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 at least once:

- provided care and responded appropriately to at least three children of varying ages, including:
 - promoting physical activity and encouraging participation
 - engaging children in discussions around physical health and wellbeing
 - adapting the physical environment to ensure challenge and appropriate risk-taking
 - ensuring the smooth transition of new arrivals
 - supporting children through transition and change

- 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. This 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
- basic principles of child physical and emotional development
- United Nations Convention on the Rights of the Child
- recommendations for physical activity for birth to 5-year-olds and 5- to 12-year-olds in the National Physical Activity Guidelines for Australians
- impact of changes of routines and environments for children
- sun safety
- relevance of hand hygiene for minimising infectious diseases
- code of ethics
- routines and strategies to minimise distress at separation of parent and child
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be assessed in the workplace.

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>