



Australian Government

CHCECE015 Attend to daily functions in home based child care

Release: 2

CHCECE015 Attend to daily functions in home based child care

Modification History

Release	Comments
Release 2	Updated: • 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

Application

This unit describes the skills and knowledge required to work with families to plan and attend to the daily functions as a home-based care provider.

This unit applies to those providing home-based care for children and may include the contexts of nanny, governess, home tutor or home help.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Clarify and plan for daily functions related to the provision of care

1.1 Gather information from primary carer/s about the home-based care to be provided

1.2 Work in consultation with families about the expectations and limitations of the home-based care role

1.3 Identify specific needs of children and plan to

ELEMENT	PERFORMANCE CRITERIA
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i> accommodate these needs in collaboration with primary carer/s 1.4 Formalise and present to primary carer/s a plan for attending to daily care functions 1.5 Clarify with primary carer/s the processes for which concerns about care provisions or plans can be reviewed and/or renegotiated
2. Attend to agreed daily functions of home-based care	2.1 Attend to developmental needs of children within scope of home-based care practice and standards 2.2 Ensure health and safety of children in provision of all home-based care 2.3 Follow agreed processes, policies or standards for reporting health and safety concerns of children in home-based care 2.4 Develop and implement strategies that support the family's cultural, spiritual and value base when caring for the child 2.5 Respect and ensure confidentiality of family information accessed as part of job role and within provisions of legislation and duty of care
3. Respond to unexpected changes in home-based care	3.1 Work in consultation with primary carer/s about provision for unforeseen circumstances that may occur in home-based care 3.2 Discuss, clarify and document changes to expected daily tasks, to address unexpected circumstances and ensure best possible outcomes for the child 3.3 Communicate inability to attend to daily functions to child's primary carer/s to provide opportunity for alternative arrangements 3.4 Communicate promptly to primary carer/s any emergency situations relating to changes to home-based care arrangements

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Review daily care functions

4.1 Conduct a daily review of intended care functions and make variations according to the needs of the child and in consultation with the primary carer/s

4.2 Modify home-based care experiences to incorporate information gained from regular consultations with primary carer/s

4.3 Communicate regularly with primary carer/s about relevant issues or needs of children in home-based care environment

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCECE015 Attend to daily functions in home based child care

Modification History

Release	Comments
Release 2	Updated: • 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

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:

- engaged in discussion with at least two carers/families about care requirements, including:
 - discussing expectations and limitations of service with carer/family
 - collaborating with carer/family to identify child's needs and developed a plan for attending to daily care functions
 - strategies to support families' values when caring for the child
- provided care to at least two children of varying ages
- demonstrated appropriate response to unexpected circumstances, including:
 - communicating with carer/family
 - documenting changes
 - advising on alternative arrangements
- reviewed at least one program in consultation with carer/family and made variations to program as required

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:

- developmental stages of babies and children
- family values and beliefs
- legislation and regulations relevant to the home-based care environment, including:
 - behaviour support procedures
 - confidentiality
 - insurances
 - obligations under child protection legislation
 - organisational policies and procedures
 - work health and safety regulations
- safety issues and risk management strategies for children's health and safety in a variety of contexts, including:
 - allergies and related medications
 - appropriate meal preparation and provisions based on national guidelines for nutrition of children and adolescents
 - basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance
 - contingency management processes
 - excursions and travel situations
 - outdoor and indoor play areas.

Assessment Conditions

Skills must be demonstrated 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>