Contents

1.1 Elements of competency and performance criteria

The elements of competency define the skills required to perform a work activity. They describe the required outcomes that need to be assessed.

The performance criteria define the level of skill necessary to achieve the requirements of the element.

The following table maps the content in the Aspire learner guide *CHCECE003 Provide care for children* to the unit of competency.

CHCECE003 Provide care for children	Where covered in the learner guide
Element 1: Provide physical care	Chapter 1: Providing physical care
1.1 Manage toileting accidents in a manner that protects the child's self-esteem and privacy	1C Managing toilet mishaps
1.2 Supervise and engage with children eating and drinking	1A Engaging during mealtimes
1.3 Meet individual clothing needs and preferences of children and families within scope of service requirements for children's health and safety	1B Respecting clothing preferences
Element 2: Promote physical activity	Chapter 2: Promoting physical activity
2.1 Consistently implement movement and physical experiences as part of the program for all children	2A Following guidelines for physical activity 2B Encouraging movement and physical activity
2.2 Participate with children in their physical activity	2B Encouraging movement and physical activity
2.3 Promote physical activity through planned and spontaneous experiences appropriate for each child	2A Following guidelines for physical activity 2B Encouraging movement and physical activity
2.4 Encourage each child's level of participation in physical activities according to the child's abilities and their level of comfort with activities	2A Following guidelines for physical activity 2B Encouraging movement and physical activity
2.5 Engage children in outdoor play	2B Encouraging movement and physical activity
2.6 Foster children's participation in physical activities	2A Following guidelines for physical activity 2B Encouraging movement and physical activity

2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for each training program they deliver. The training and assessment strategies developed and implemented by an RTO must take into account and be contextualised to:

- the needs of the learner or learner group
- the learning context
- the requirements of the training package.

RTOs must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF or VET Quality Framework audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy:

- ❑ Details of the training organisation, including the contact person
- ❑ The unit/s of competency to be delivered in the program of study
- ❑ Pathways
- ❑ The learner or target group
- ❑ Delivery mode/s
- ❑ Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- ❑ Methods of assessment and evidence gathering
- ❑ Program duration and delivery schedule
- ❑ Session locations including workplace assessment information
- ❑ Delivery and assessment staff
- ❑ Assessment validation process

2.2 Training strategies

The following training strategies can be used to deliver *CHCECE003 Provide care for children*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

Topic: Providing physical care	
Suggested time allocation: 10 hours **Suggested resources**: ▪ Recommended reading ▪ Slide presentation software	**Slide nos**: 2–8
Recommended reading	**Terminology checklist**
Aspire learner guide *CHCECE003 Provide care for children* Chapter 1: Providing physical care	▪ Supervision ▪ Toilet learning
Suggested training strategies	
▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for *CHCECE003 Provide care for children*. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage.	
▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment.	
▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.	
▪ Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner's progress towards achievement of the unit of competency.	
▪ The journal provides an opportunity for learners to demonstrate critical thinking, problem solving and higher cognitive skills as well as providing evidence of the achievement of required knowledge and skill. Learning journal activities can encourage collaborative learning within a group and encourage learners to take responsibility for their own learning.	

3.1 Alternative final assessment

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may adjust the assessment activity depending on the circumstances of your training program.

The following activity forms part of your assessment of competence. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

The following table maps this final assessment activity against the elements and performance criteria of *CHCECE003 Provide care for children*.

Part	Element	Performance criteria
A	1, 2, 3, 4, 5	1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4
B	2, 3	2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.4, 3.5

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE003 Provide care for children*.

Requirements

To complete this assessment activity, you will need:

▪ access to a children's services environment

▪ to be observed demonstrating performance as outlined in Part A

▪ to complete the tasks as outlined in Part B and Part C and submit responses as directed by your trainer/assessor/training organisation

▪ to ensure you maintain confidentiality as required.

Part A

1. You are supervising a group of four children while they eat afternoon snacks.

    a) List three ways you can engage children in discussions about health and wellbeing during snack time.

    b) List four behaviours or activities that you would focus on when supervising during snack time.

2. Nusrah (5 years) is Muslim. She is dressed in a long woollen skirt and a long-sleeved knitted top. It is a very hot day and the educator, Sarah, observes that Nusrah appears uncomfortable and restricted by her clothing, so much so that she doesn't participate in any physical activities. Sarah is mindful of Nusrah's cultural background.

3.2 Assessment mapping

Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire learner guide *CHCECE003 Provide care for children.*

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	1, 2, 4, 5, 6, 7, 9, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21	Activity 1: 1–4 Activity 2: 1–3 Activity 3: 1–5 Activity 4: 1, 2 Activity 5: 1, 2	Part B 1–11, 13–20	Part A 1–15
Observation/demonstration	10, 11, 12, 13, 19	Activity 2: 1–3	Part A	Part B 1–4
Case study	1, 6	Activity 3: 1–5		
Role-play				
Training log, diary or journal	3, 8			
Portfolio, reports, work samples			Part B 12	
Third-party reports	13			

3.6 Solutions to final assessments

Final assessment

❑ **Formative** ❑ **Summative**

Part A

Unit of competency coverage			
Performance evidence	**Knowledge evidence**	**Element**	**Performance criteria**
PE1, PE2, PE3, PE4, PE5	KE3, KE5, KE6, KE10	2, 4, 5	2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4

Assessors should observe the assessment candidate demonstrating the performance evidence and record their observations in the following table or in the assessment record provided in section 3.8.

Performance evidence	Demonstration activity observed	Comments	Competent Y/N
Provided care and responded appropriately to at least three children of varying ages, including:			
▪ promoting physical activity and encourage 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			

Self-assessment record

Institution: Candidate's name: Unit of competency: *CHCECE003 Provide care for children* Trainer/assessor: Date:		

I can:
 • provide care and respond 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.
	❑ Confident
	 ❑ Basic understanding
	 ❑ Not confident
		Comments

I can: • perform 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.	❑ Confident ❑ Basic understanding ❑ Not confident	

I understand:
 • how to access:
   – the National Quality Framework
   – the National Quality Standards
   – the relevant approved learning framework.
	❑ Confident
	 ❑ Basic understanding
	 ❑ Not confident	

I understand: • how to navigate through framework and standards documents to find areas relevant to this unit of competency.	❑ Confident ❑ Basic understanding ❑ Not confident	