

---

# Contents

<b>About this guide</b>	<b>1</b>
<b>Section 1: Unit of competency</b>	<b>3</b>
1.1 Elements of competency and performance criteria	4
1.2 Assessment requirements	7
1.3 Dimensions of competency	10
1.4 Foundation skills	11
1.5 Skill sets	12
1.6 Recognition of prior learning (RPL)	13
1.7 Glossary of terms	14
<b>Section 2: Training requirements</b>	<b>17</b>
2.1 Training and assessment strategy	18
2.2 Training strategies	22
<b>Section 3: Assessment resources</b>	<b>37</b>
3.1 Alternative final assessment	38
3.2 Assessment mapping	42
3.3 Solutions – general guidance	51
3.4 Solutions to practice tasks	52
3.5 Solutions to assessment activities	59
3.6 Solutions to final assessments	72
3.7 Evidence of competency	96
3.8 Assessment records	98
<b>Glossary</b>	<b>115</b>

---

## 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 *CHCECE005 Provide care for babies and toddlers* to the unit of competency.

<b>CHCECE005 Provide care for babies and toddlers</b>	<b>Where covered in the learner guide</b>
Element 1: Promote safe sleep	Chapter 1: Promoting safe sleep
1.1 Reach agreement with families on how sleep and rest will occur	1A Catering for sleep needs
1.2 Check that cots, bedding and equipment meet approved standards	1B Creating appropriate sleep environments
1.3 Implement safe sleep practices and explore and implement quality sleeping environments	1B Creating appropriate sleep environments
1.4 Ensure bedding is clean, using appropriate hygiene practices	1B Creating appropriate sleep environments
Element 2: Provide positive nappy-changing and toileting experiences	Chapter 2: Providing positive nappy-changing and toileting experiences
2.1 Change nappies using appropriate hygiene practices	2A Following hygienic nappy routines
2.2 Adapt experiences to meet the individual child's routines	2B Supporting toilet learning
2.3 Support children sensitively and positively when they are learning to use the toilet	2B Supporting toilet learning
2.4 Work with families to support children's toilet learning	2B Supporting toilet learning
Element 3: Promote quality mealtime environments	Chapter 3: Promoting quality mealtime environments
3.1 Promote positive mealtime environments that are adapted to meet the individual child's routines and needs	3B Providing positive mealtime environments
3.2 Ensure babies are fed individually	3A Managing nutrition and food hygiene 3B Providing positive mealtime environments

---

## 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 *CHCECE005 Provide care for babies and toddlers*. 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: Promoting safe sleep	
<b>Suggested time allocation:</b> 6 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>▪ Recommended reading</li> <li>▪ Slide presentation software</li> </ul>	<b>Slide nos:</b> 2–8
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCECE005 Provide care for babies and toddlers</i> Chapter 1: Promoting safe sleep	<ul style="list-style-type: none"> <li>▪ Sleep expectations</li> <li>▪ Sleep hygiene</li> <li>▪ Sudden Infant Death Syndrome (SIDS)</li> </ul>
Suggested training strategies	
<ul style="list-style-type: none"> <li>▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>CHCECE005 Provide care for babies and toddlers</i>. 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.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	

---

## 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 *CHCECE005 Provide care for babies and toddlers*.

Part	Element	Performance criteria
A	1, 2, 3, 4, 5, 6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3
B	5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8
C	6	6.1, 6.2, 6.3

### Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE005 Provide care for babies and toddlers*.

### Requirements

To complete this assessment activity, you will need:

- access to a children's services environment
- to complete tasks as outlined in Part A, Part B and Part C as submit responses as directed by your trainer/assessor/training organisation
- to ensure you maintain confidentiality as required.

### Part A

1. Use a table similar to the following to record the routines and patterns of three babies or toddlers (of varying ages) that you care for in your workplace. If you are not yet working, seek permission to observe an educator working with three babies or toddlers of varying ages, and log details of each baby's/toddler's day. Include the following details:
  - Sleep and rest routines
  - Nappy changes/assistance with toileting
  - Feeding/eating
  - Play/activities
  - Interaction/communication

## Knowledge evidence mapped to the learner guide

The following table maps the knowledge evidence from the unit of competency to the practice tasks and assessment activities contained in the Aspire learner guide and the alternative final assessment in this guide.

Knowledge evidence		Practice task	Assessment activity	Final assessment	Alternative final assessment
KE1	How to access: <ul style="list-style-type: none"> <li>the National Quality Framework</li> <li>the National Quality Standards</li> <li>the relevant approved learning framework</li> </ul>	13	Activity 5: Part B 2	Part B 1, 11, 16	Part A 11, 12 Part B 6, 7
KE2	How to navigate through framework and standards documents to find areas relevant to this unit of competency		Activity 5: Part B 2	Part B 1, 11, 16	Part A 11, 12 Part B 6, 7
KE3	Individual patterns and routines of babies and toddlers	1, 4, 9, 10, 11, 12, 14	Activity 2: 3, 4 Activity 3: Part A 1 Part B 1, 2 Activity 4: 1 Activity 5: Part A 1, 2 Part B 1 Activity 6: 1–4	Part A 1, 7, 9, 12, 14, 15 Part B 2, 5, 6, 8, 9, 13–15	Part A 1, 2
Appropriate interactions with babies and toddlers, including:					
KE4	<ul style="list-style-type: none"> <li>individual differences of babies' and toddlers' needs for rest, and sleep/rest patterns</li> </ul>	1, 2	Activity 5: Part A 1	Part A 1, 2 Part B 6	Part A 1, 2, 6
KE5	<ul style="list-style-type: none"> <li>signs of stress, distress or pain in babies and toddlers</li> </ul>	4, 9, 10, 14	Activity 5: Part A1 Activity 6: 2, 4	Part A 1, 7, 9, 12, 15 Part B 2, 5, 6	Part A 1, 7

## Self-assessment record

<b>Institution:</b> <b>Candidate's name:</b> <b>Unit of competency:</b> CHCECE005 Provide care for babies and toddlers <b>Trainer/assessor:</b> <b>Date:</b>		
<p>I can:</p> <ul style="list-style-type: none"> <li>▪ provide care to at least three different babies and toddlers of varying ages using safe and hygienic practices, including:               <ul style="list-style-type: none"> <li>- assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain</li> <li>- setting up a safe environment conducive to rest</li> <li>- changing nappies</li> <li>- heating breast milk and formula, preparing bottles and preparing and heating food</li> <li>- cleaning equipment and utensils</li> <li>- feeding babies.</li> </ul> </li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
<p>I can:</p> <ul style="list-style-type: none"> <li>▪ develop a nurturing and securely attached relationship with at least three different babies and toddlers of varying ages, including:               <ul style="list-style-type: none"> <li>- settling new babies and toddlers through observing, monitoring and appropriately interacting with them and their caregivers</li> <li>- engaging in one-to-one interactions with babies and toddlers during daily routines.</li> </ul> </li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	