

Assessor Instructions

This assessment tool must be used to assess the practical skills of the Learner. In order for the Learner to be deemed Competent in this unit, all assessment requirements for this unit must be assessed as Satisfactory. The *CHCECE005 Provide care for babies and toddlers Assessor Instruction Guide* clearly details all the requirements for this unit.

The Assessor must provide guidance and instruction to the Learner prior to each observation taking place, referring the Learner to the *Learner Assessment Instructions* and organise a suitable time with the Learner and the Workplace Supervisor for the assessment to take place.

Three simulations have been provided for this unit of competency to support assessment where the full range of contexts and situations cannot be assessed in the ECEC service. One simulation is compulsory and must be completed and two are optional and may be used where a real life situation cannot be observed. Instructions are provided for the learner in the *Learner Assessment Instruction Guide*.

Conducting the assessment visit: Ensure the Workplace Supervisor and other Educators are aware of your visit. The day should be relaxed and as least intrusive on normal operations as possible.

Position yourself in a location where you can observe the room with the least impact on the group. You may need to move throughout the environment to continue to observe the Learner performing duties in accordance with job role and service guidelines.

To complete the *Record of Practical Assessment*: This assessment tool provides the opportunity to document up to four (4) dates however the Assessor may observe sufficient evidence to determine that the Learner has the required skills for this unit on one (1) assessment occasion. There is also a section under each date for the Assessor to write their name. It is possible that more than one Assessor may observe the Learner on separate occasions. Once each skill has been demonstrated to the required standard place a tick in the aligning *Satisfactory* box. Where the Learner is unable to demonstrate a skill, leave the box blank and provide feedback to the Learner and direction for further development. **Note:** Where something must be observed three (3) times, with three (3) babies and toddlers of varying ages there are three (3) boxes to be ticked (they appear like this 1 2 3). Please tick the boxes in the same order as indicated above meaning Baby / Toddler 1 will be the left hand box, Baby / Toddler 2 will be the middle box and Baby / Toddler 3 will be the right hand box in each situation.

There is a declaration at the bottom for one Assessor to verify the outcomes of the assessment process once all skills have been observed to the required standard. Once completed, retain this document as part of the Learner's assessment records.

Work placement/Practicum Hours: This unit requires the Learner to work with children aged birth to 5 years for a minimum of 120 hours. This must include babies and toddlers aged birth to 24 months. As part of the overall assessment process, you are required to collect evidence of these hours and the *Third Party Report* to verify the Learner is consistently performing required practical skills, applying essential knowledge and displaying the required attributes in accordance with service guidelines and expectations.

Record of Practical Assessment

Assessor use only

Record of Practical Assessment				
Date/s observed	Date:	Date:	Date:	Date:
Assessor's name				
Unit	CHCECE005 Provide care for babies and toddlers			

<p>I observed the Learner in a regulated education and care service providing care to at least three (3) different babies and toddlers of varying ages between birth to 24 months and found the following was performed to the required standard as indicated:</p> <p>Baby / Toddler 1 <input type="checkbox"/> Age ___ months</p> <p>Baby / Toddler 2 <input type="checkbox"/> Age ___ months</p> <p>Baby / Toddler 3 <input type="checkbox"/> Age ___ months</p> <p>Note: Where skills must be observed on three (3) occasions three (3) boxes have been provided to record each observation. Each criteria must be observed on three (3) occasions for a Satisfactory result.</p>	Satisfactory
<p>Foundation skills:</p> <ul style="list-style-type: none"> Oral communication in order to engage in sustained conversations with children and families and discuss child's routine care information with families and other educators Numeracy levels sufficient to interpret schedules, measure quantities i.e.: formula, foods, drink intake etc; ability to tell time Reading skills sufficient to read written programs, child information records, food labels, immunization record etc. Writing skills to complete nappy/toilet, sleep and meal routine records to report information appropriately Planning and organising and time management skills sufficient to prioritise tasks and duties in order to implement routines, planned program, and support children's learning and development Learning ability to work within legal and ethical frameworks, service policies and procedures and the NQF Team work to collaborate with colleagues to implement the learning framework, education and care Initiative and enterprise to implement hygiene practices for infection control, food and bottle preparation, nappy change etc. Problem solving skills to identify difficult or unexpected situations and implement contingencies 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Sleep/rest times:</p> <ul style="list-style-type: none"> Support children's sleep and rest by providing quality sleep environments Monitoring babies/toddlers for cues of tiredness and meeting individual needs Checking cots and bedding are safe, clean and child specific Using sleep routines as opportunity for connection and physical closeness (includes comforters, touch, singing) Sleep environment must be: quiet (may have soft music), space to move between cots, low lighting, air ventilation and comfortable temperature and be conducive to rest 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
<p>Nappy change/toileting</p> <p>Nappy change component of the assessment may be conducted through Real (R) or Simulated (S) tasks according to workplace policy (R/S)</p> <p>Note: Resource list and performance guidelines are provided in simulated assessment instructions.</p> <ul style="list-style-type: none"> Changing nappies using appropriate safety and hygiene practices. R <input type="checkbox"/> S <input type="checkbox"/> Interacting during routine Supporting children with toileting and independence (support attempts of self-care) Adapting practices and interactions to meet the individual child's routines Supporting children sensitively and positively when they are learning to use the toilet 	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>