

**Technical and Vocational Education and Training (TVET) Council**



**Occupational Standards  
of Competence**

**Early Childhood Education**

**Level 3**

Hastings House West, Balmoral Gap, Hastings, , Christ Church

Telephone: (246) 435-3096      Fax: (246) 429 2060      E-mail: [office@tvetcouncil.com.bb](mailto:office@tvetcouncil.com.bb).

Published by:  
The Technical and Vocational Education and Training (TVET) Council  
Hastings House West  
Balmoral Gap BB14034  
Christ Church  
BARBADOS, W.I.  
Tel: (246) 435-3096  
Fax: (246) 429-2060  
Email: [office@tvetcouncil.com.bb](mailto:office@tvetcouncil.com.bb) Website: [www.tvetcouncil.com.bb](http://www.tvetcouncil.com.bb)

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of publication. However, the TVET Council's products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. TVET Council cannot accept any liability for any loss or damage arising from the use of information in this publication.

© TVET Council 2020

## **ACKNOWLEDGEMENTS**

The Technical and Vocational Education and Training Council thanks the following for their contribution to the development of this document.

Heart Trust-NTA, Jamaica

<https://www.care.com/c/stories/2680/12-nanny-training-courses-and-certifications>

<https://nannytraining.com/certification>

### **Members of the Early Childhood Education Working Group**

Mrs. Sandra Best	Child Care Board (Barbados) – Social Worker
Ms. Sonia Downes	PAREDOS – Early Childhood Supervisor
Mrs. Hazeain Harding-King	Caribbean Mind Institute (CMI) – Principal
Ms. Sharon Nightingale	Child Care Board (Barbados) – Preschool Officer
Mrs. Raquel Yarde	Samuel Jackman Prescott Institute of Technology (SJPI) Tutor/Instructor
Ms. Elvina O. Rollins	Technical and Vocational Education Training (TVET) Council- Technical Officer

# **Qualification Overview**

**NVQB**

**in**

**Early Childhood Education  
Level 3**

### Qualification Overview

This qualification is designed to provide guidance, training and assessment in Early Childhood Education. It is aimed at training providers and employers who provide a range of products and services to the public and private households locally, regionally and internationally. It involves creating a good impression during service delivery, developing relationships with clients, managing a childcare environment and providing childcare support for children, families and others. It also includes competencies in occupational health and safety, and specialising in-house care for the family with an emphasis on home care.

### Who is this qualification for?

The qualification is designed for persons who work at a higher level in the early childhood sector, who work and care for children in-homes, centres and early childhood educational facilities.

### Jobs within the occupational area

- Au-pair
- Live-in-care taker
- Senior day-care personnel
- Teacher's aide/assistant
- Early Childhood Educators
- Education Trainers

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

## **A08303 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE**

### **EARLY CHILDHOOD EDUCATION LEVEL 3**

To achieve the full qualification, candidates must complete all twenty five (25) mandatory units in total. Candidate may also complete the elective unit.

#### **Mandatory Units (All must be completed)**

#### **CODES**

- |  |                |
|--|----------------|
| <b>1. Manage stress within the childcare environment</b>                                 | <b>UA17903</b> |
| 1.1 Identify signs and sources of stress   |                |
| 1.2 Develop stress management strategies and techniques                                  |                |
| 1.3 Implement stress management techniques   |                |
| 1.4 Develop family and morale building strategies  |                |
| 1.5 Monitor and address stress levels within a family                                    |                |
| <b>2. Maintain a child oriented environment</b>  | <b>UA18003</b> |
| 2.1 Maintain the physical environment for children                                       |                |
| 2.2 Set up displays  |                |
| 2.3 Establish and maintain learning centres  |                |
| 2.4 Arrange large equipment for physical play activities                                 |                |
| 2.5 Establish and maintain book centre   |                |
| 2.6 Clear and store equipment  |                |
| <b>3. Analyse and support the stages of child development</b>                            | <b>UA18103</b> |
| 3.1 Identify and analyse the stages of child growth and development                      |                |
| 3.2 Identify and examine the effect of different factors on child growth and development |                |
| 3.3 Monitor the development of the child   |                |
| 3.4 Document issues/challenges that support or hinder growth and development             |                |
| <b>4. Develop customer relationships</b>   | <b>U84702</b>  |
| 4.1 Develop a rapport with customers   |                |
| 4.2 Meet the expectations of the customers/clients                                       |                |
| 4.3 Develop long-term relationships to move your customers to clients                    |                |
| 4.4 Develop customer/client relationships  |                |
| <b>5. Manage self against risks related to HIV and AIDS in the workplace</b>             | <b>UA18203</b> |
| 5.1 Demonstrate knowledge of HIV and AIDS in the workplace                               |                |
| 5.2 Develop self-protection strategies.  |                |
| 5.3 Develop and implement personal risk reduction plan                                   |                |

**Mandatory Units (All must be completed)****CODES****6. Provide basic first aid****U54702**

- 6.1 Plan and prepare for basic first aid response
- 6.2 Assess the situation
- 6.3 Apply First Aid
- 6.4 Record and report the incident
- 6.5 Clean up

**7. Care for children's basic needs****UA18303**

- 7.1 Respond to children's needs
- 7.2 Develop and maintain a nurturing relationship with children
- 7.3 Contribute to children's personal hygiene
- 7.4 Provide opportunities for children to sleep

**8. Support children's involvement in activities****UA18403**

- 8.1 Prepare developmentally appropriate activities for children
- 8.2 Support children's involvement in activities
- 8.3 Support the culmination and evaluation of activities

**9. Plan, prepare and implement daily activities for children****UA18503**

- 9.1 Plan activities and experiences to facilitate children's learning and development
- 9.2 Contribute to sourcing and collecting materials for learning resources
- 9.3 Make learning resources
- 9.4 Implement planned activities and experiences for children
- 9.5 Evaluate planned activities and experiences for children

**10. Contribute to the health and safety of children****UA18603**

- 10.1 Maintain a clean and hygienic environment
- 10.2 Provide a safe environment
- 10.3 Supervise children
- 10.4 Travel with children safely
- 10.5 Identify and respond to signs of allergies and related illnesses
- 10.6 Administer medication within guidelines

**11. Provide nutritionally balanced meals in a safe and hygienic manner****UA18703**

- 11.1 Plan and provide meals
- 11.2 Promote health eating
- 11.3 Maintain food safety

**Mandatory Units (All must be completed)****CODES****12. Facilitate the appropriate management of children's behaviour** .....**UA18803**

- 12.1 Contribute to a framework for guiding children's behaviour
- 12.2 Promote positive behaviours
- 12.3 Respond to function of behaviours and set standards for guidelines
- 12.4 Respond to persistent challenging behaviour

**13. Facilitate the development of children with exceptionalities** **UA18903**

- 13.1 Examine the nature and needs of children with exceptionalities
- 13.2 Demonstrate commitment for providing quality community services for children with exceptionalities
- 13.3 Support rights, interests and needs of children with exceptionalities
- 13.4 Make community services available to children with exceptionalities

**14. Work with children with behavioural disorders** **UA19003**

- 14.1 Identify behaviour problems
- 14.2 Analyse the child's behaviours
- 14.3 Develop Individual Behaviour Plan (IBP).

**15. Work with children with physical disabilities** **UA19103**

- 15.1 Communicate with children
- 15.2 Prepare environment for specific tasks for the children with physical disabilities
- 15.3 Assist children with physical disabilities in carrying out tasks
- 15.4 Provide feedback and encouragement on task performance
- 15.5 Make adaptive aids and provide guidance in using them

**16. Support the holistic development of children in early childhood** **UA19203**

- 16.1 Support physical development
- 16.2 Support social development
- 16.3 Support emotional development
- 16.4 Support communication development
- 16.5 Create an environment for holistic learning and development

**17. Advocate for the rights and needs of children and young people** **UA19303**

- 17.1 Advocate for the child about a specific right or need
- 17.2 Promote the rights, interests and needs of children
- 17.3 Challenge stereotypes

**18. Foster self-help skills** **UA19403**

- 18.1 Support the development of the child to care for their own physical needs
- 18.2 Encourage task completion
- 18.3 Create opportunities for growth and development



**Mandatory Units (All must be completed)****CODES**

- |  |                |
|--|----------------|
| <b>19. Promote the safety, well-being and welfare of children, young people and their families</b> | <b>UA19503</b> |
| 19.1 Provide information that promotes well-being of children                                      |                |
| 19.2 Provide support to families   |                |
| 19.3 Build community resources to care for children  |                |
| <b>20. Support the rights and safety of children within duty of care requirements</b>              | <b>UA19603</b> |
| 20.1 Apply work ethics   |                |
| 20.2 Identify indicators of abuse and act appropriately  |                |
| 20.3 Safeguard the rights and interests of children  |                |
| <b>21. Establish relationships and maintain dialogue with children</b>                             | <b>UA19703</b> |
| 21.1 Establish and maintain relationships with children  |                |
| 21.2 Permit children to clarify their situation and express their aspirations.                     |                |
| 21.3 Identify opportunities for personal development of children                                   |                |
| <b>22. Support children in crisis</b>  | <b>UA19803</b> |
| 22.1 Implement risk strategies and lessen the crisis   |                |
| 22.2 Maintain a safe environment for children  |                |
| <b>23. Prepare for and deal with emergency situations</b>  | <b>UA19903</b> |
| 23.1 Carryout practice drills for emergency situations   |                |
| 23.2 Follow and apply emergency procedures   |                |
| 23.3 Follow evacuation procedures  |                |
| <b>24. Conduct monetary transactions</b>   | <b>UA20003</b> |
| 24.1 Make payments   |                |
| 24.2 Perform banking transactions  |                |
| 24.3 Receive and account for payments  |                |
| <b>25. Carry out data operations</b>   | <b>U66302</b>  |
| 25.1 Initiate computer system  |                |
| 25.2 Enter data  |                |
| 25.3 Retrieve data   |                |
| 25.4 Amend data  |                |
| 25.5 Monitor the operation of equipment  |                |
| 25.6 Access and transmit information via the internet  |                |
| 25.7 Close down computer system  |                |

**Elective (optional unit)**

**26. Craft a personal entrepreneurial strategy**

**U92702**

- 26.1 Demonstrate knowledge of the nature of entrepreneurship
- 26.2 Identify and assess entrepreneurial characteristics
- 26.3 Develop self-assessment profile
- 26.4 Craft an entrepreneurial strategy

**UA19703****Manage stress within the childcare environment**

## Unit Descriptor:

This unit describes the knowledge, skills and attitudes required for candidates to manage their own and assist families in managing stress. It involves developing and implementing stress management strategies and techniques and monitoring and evaluating those techniques against personal development plans.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Identify signs and sources of stress	1.1 Identify possible <b>sources of stress</b> within the work environment.  1.2 Identify personal <b>signs</b> and triggers of stress using reflective techniques.  1.3 Identify possible triggers and <b>sources of stress</b> within the family unit.
2. Develop stress management strategies and techniques	2.1 Analyse potential <b>sources of stress</b> within the work environment and confirm that they are understood by the employer.  2.2 Identify <b>stress management techniques</b> and confirm that they are understood within the work environment.  2.3 Confirm that stress management techniques are developed and adopted to maximise performance and support the achievement of key performance indicators (KPIs) and priorities.  2.4 Encourage colleagues to support each other in identifying strategies to reduce, manage and deal with stress using appropriate <b>communication strategies</b> .  2.5 Adopt strategies to assist family members to reduce, manage and deal with stress within the family unit according to the <b>sources of stress</b> .

- |  |  |
|--|--|
| 3. Implement stress management techniques            | 3.1 Adjust work routines and procedures to minimise stress and fatigue within the work environment.  |
|  | 3.2 Utilise appropriate <b>time management tools and techniques</b> according to organisational procedures.                                    |
|  | 3.3 Develop individual and group training and create programmes for stress management as required.   |
|  | 3.4 Evaluate tools, techniques and strategies regularly and adjust as necessary according to organisational procedures.                        |
| 4. Develop family and morale building strategies     | 4.1 Develop strategies to engage and develop family members.   |
|  | 4.2 Develop family awareness of internal and external sources of support.  |
|  | 4.3 Use family meetings and other opportunities to discuss <b>stress management techniques</b> and coach in how these should be used.          |
|  | 4.4 Use appropriate <b>communication strategies</b> to effectively manage family meetings and develop a supportive and responsive environment. |
|  | 4.5 Empower and motivate family members by delegating responsibilities.  |
| 5. Monitor and address stress levels within a family | 5.1 Monitor and support family members in stressful situations according to organisational procedures.   |
|  | 5.2 Conduct regular reviews to identify variations and difficulties impacting individual work requirements.                                    |
|  | 5.3 Monitor individual performances against performance requirements according to organisational procedures.                                   |

- 5.4 Respond to behavioural signs of stress among family members appropriately according to organisational procedures.
- 5.6 Discuss outcomes and develop action plans with family members as appropriate.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Sources of stress:**

- Complex tasks/workload
- Dealing with difficult persons (internally and externally)/interpersonal relationships
- Inadequate environment (surroundings, environment i.e. lighting ventilation etc.)
- Personal issues, e.g. family, health etc.
- Technology

**2. Signs of stress**

- Sickness
- Fatigue
- Lack of self-esteem and confidence
- Poor work performance
- Changes in behaviour

**3. Stress management techniques:**

- Recognising and appropriately dealing with signs of stress
- Discussion with peers and/or line manager
- Targeted training
- Time away from work/work task (periodic breaks, vacation, sick leave, job swop etc.)
- Intervention strategies, e.g. counselling
- Re-organisation of the work environment

**4. Communication strategies:**

- Active listening
- One-on-one communication
- Questioning (open questions, probing etc.)
- Negotiating
- Providing feedback

**5. Time management tools and techniques:**

- Scheduling tasks and time
- Organising information
- Prioritising tasks
- Self-management training requirements
- Management of the environment e.g. climate, ergonomics, noise
- Management of work, e.g. minimizing reworking, sequencing tasks

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is stress and what are the possible stress reduction techniques.
2. How to identify and analyse possible sources of stress within the work environment.
3. How to identify personal signs and triggers of stress using reflective techniques.
4. How to identify possible triggers and sources of stress within the family unit.
5. How to identify stress management techniques
6. What are job role priorities and key performance indicators (KPIs).
7. How to develop and adopt stress management techniques to maximise performance and support the achievement of key performance indicators (KPIs) and priorities.
8. What are the different communication strategies and how to apply them in different situations.
9. How to assist family members to reduce, manage and deal with stress within the family unit.
10. How to adjust work routines and procedures to minimise stress and fatigue within the work environment.
11. What are time management tools and techniques and how to use and apply them.
12. What type of training is available for stress management
13. How to develop programmes for stress management.
14. How to evaluate and adjust tools, techniques and strategies as necessary.
15. What are the strategies that can be used to engage and develop family members.
- 16.
17. How to utilise family meetings and other opportunities to discuss stress management techniques.
18. Why it is important to develop a supportive and responsive environment to family members and how to do so.
19. Why it is important to gain the trust and confidence of colleagues and family members and how to do so.
20. How to delegate responsibilities to empower and motivate family members.
21. Why it is important to monitor and support family members in stressful situations and how to do so.
22. Why it is important to conduct regular reviews to identify variations and difficulties impacting individual work requirements.
23. What are the organisational procedures for monitoring individual performances against performance requirements and how to do so

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a family. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.



**UA18003****Maintain a child oriented environment**

## Unit Descriptor:

This unit deals with the knowledge, skills and attitude required to maintain a physical environment for children, set up displays and arrange equipment.

It also involves establishing and maintaining learning resources in the child's environs.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Maintain the physical environment for children | <ul style="list-style-type: none"> <li>1.1 Select a suitable space to host various physical activities according to the specifications/requirements of the activity and organisational safety policies.</li> <li>1.2 Organise outdoor spaces and <b>equipment</b> to ensure the safety and well-being of children.</li> <li>1.3 Create a layout for furniture and <b>equipment</b> to facilitate the desired outcomes of learning activities.</li> <li>1.4 Check and confirm that entrances and exits are kept free from obstruction and label entrances, exits, equipment and materials correctly according industry standards.</li> <li>1.5 Adjust room ventilation and lighting to facilitate the comfort of children and adults.</li> <li>1.6 Encourage children to assume a variety of responsibilities for the <b>environment</b>.</li> <li>1.7 Identify potential barriers and problems for children with special needs and address them within the limits of your authority and organisational policies and procedures.</li> <li>1.8 Modify the <b>environment</b> to facilitate the participation of all children in activities.</li> </ul> |
| 2. Set up displays                                | <ul style="list-style-type: none"> <li>2.1 Select a suitable place to set up and display work and learning resources in keeping with workplace guidelines.</li> </ul>  |

- 
- |    |   |  |
|----|---|--|
|    | 2.2   | Confirm that the content and presentation of displays are appropriate for <b>age</b> and developmental stages of the child/children.   |
|    | 2.3   | Display objects and <b>materials</b> in ways that promote discussion and learning opportunities for children.  |
|    | 2.4   | Present pictures and other visual displays including children's own work in an attractive manner and one that is easily accessible.  |
|    | 2.5   | Encourage children and parents to view and discuss work displayed.   |
|    | 2.6   | Change displays often to stimulate and sustain the interest of children and parents/guardians and others according to industry best practices.   |
| 3. | Establish and maintain learning centres.              | 3.1 Identify and source resources for <b>learning centres</b> according to the specific type of centre and workplace guidelines.   |
|    | 3.2   | Verify that the quantity of <b>equipment</b> and <b>materials</b> sourced is sufficient for the specific learning centre and its activities and for the participation of all children present. |
|    | 3.3   | Restrict access to small items and provide supervision consistent with safety regulations.   |
| 4. | Arrange large equipment for physical play activities. | 4.1 Check and adjust <b>equipment</b> regularly according to manufacturer's specifications and workplace instructions.   |
|    | 4.2   | Remove defective <b>equipment</b> and report faults immediately to appropriate personnel.  |
|    | 4.3   | Check that the <b>equipment</b> and other <b>materials</b> are hygienic and safe before use.   |
|    | 4.4   | Restrict the number of children using the <b>equipment</b> at once to suit manufacturer's and health and safety guidelines.  |

- 4.5 Supervise the use of equipment in accordance with occupational health and safety regulations and workplace instructions.
- 5. Establish and maintain a book centre.
  - 5.1 Display books in a suitable place that is easily accessible to children.
  - 5.2 Confirm that the area is attractive and comfortable for children.
  - 5.3 Select books that portray positive images of persons of various cultures.
  - 5.4 Involve parents and children in selecting and supplying books to the centre.
  - 5.5 Support children in taking care of books and other **resources**/equipment.
- 6. Clear and store equipment.
  - 6.1 Encourage children to assist in the clearing away of equipment and materials in ways that is **age** appropriate and in keeping with industry best practices and workplace instructions.
  - 6.2 Restore **equipment** and surfaces to a safe, hygienic and usable state and leave ready for future use.
  - 6.3 Store **equipment** in an accessible, safe place and in a manner to prevent deterioration.
  - 6.4 Follow health and safety guidelines for collecting and removing waste from the environs.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Equipment:**

- Indoor e.g. constructional toys, activity machines
- Outdoor e.g. equipment for climbing, sliding, bouncing

**2. Environment:**

- Indoors
- Outdoors

**3. Age:**

- Infant
- Toddler
- Pre-school
- Pre-teen
- Adolescent

**4. Materials:**

- Water
- Sand
- Paint/crayons
- Textiles/paper/books
- Wood/rubber

**5. Learning centres:**

- Knowledge Centre (e.g. book/reading corner, research corner)
- Skills Demonstration Centre (e.g. art and craft making corner, manipulative/table top activities )

## UNDERPINNING KNOWLEDGE AND SKILLS

*You need to know and understand:*

1. What are the different types of health and safety protocols for children's play environments.
2. What are the potential hazards and safety measures associated with natural and other materials.
3. What is the difference between fine and gross motor activities.
4. What is creative play is and how does it assist learning and development in children.
5. How to select activities appropriate to the level of development of the child/children.
6. How to design the layout for equipment and materials to facilitate ease of access and safety of children and adults.
7. Why it is important to provide a variety of equipment and materials to attract children and encourage choice and experimentation.
8. How to adapt the environment for children with a variety of special needs.
9. Why it is important to ensure that adequate supplies of materials and equipment are available for use.
10. What are the different kinds of materials used to facilitate creative and manipulative play and their properties.
11. How to select a wide range of equipment and how to adapt it to children with special needs.
12. How to layout materials and equipment attractively and to vary the presentation to stimulate interest.
13. How to set up equipment safely and minimise potential risks to children.
14. Why it is important to make safety checks and report faults to appropriate personnel.
15. What is the role of manipulative play in child development (critical thinking, imagination, cause and effect).
16. Why it is important to know and understand the safety requirements with respect to ventilation, lighting, access, current government regulations and standards and safety procedures for emergencies e.g. fire.
17. How to use equipment and materials to reflect the child's/children's own cultural backgrounds and extend their knowledge of other cultural groupings.
18. How to identify potential barriers and problems for children with special needs.
19. What is role play and how it may help in terms of a child's development, experience and creative potential.
20. How to set up 'pretend' areas and activities and follow a theme through role play.

21. Why it is important to know and understand the sequences of child development and the suitability of different type of books and other materials to the particular stage of development of the child/children.
22. Why it is import to know and understand the fears and insecurity of young children and ways of reassuring/dealing with fears including use of comfort objects.
23. How to recognise health and safety issues in the use of comfort objects.
24. How to recognise emotional attachments, needs and dependencies in children and families.
25. Why it is important to understand how religion, race, gender and cultural stereotypes may be expressed in children's play and activities.
26. How to make use of outside areas for exploration of the natural environment.
27. How to make changes to the layout, display objects and materials safely.
28. How to present pictures and other visual displays appropriately.
29. How to promote positive images through visual displays about people.
30. Why it is important to label displays and involve children in the selection and maintenance of materials for display.
31. How to maintain equipment in a safe, hygienic and usable state and report major cleaning requirements to appropriate personnel.
32. Why it is important to encourage participation of children in clearing away and cleaning up.
33. How to maintain the availability of adequate supplies of materials/equipment and store them correctly

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA18103****Analyse and support the stages of child development**

## Unit Descriptor:

This unit deals with the knowledge, skills and attitude required to understand and provide care for children in their different stages of development.

It involves outlining, analysing and examining the main features of child growth and development and using the WHO Growth standard to assess development and other factors that impact growth in children.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Identify and analyse the stages of child growth and development.	<p>1.1 Identify and analyse the stages of child growth and development according to established sector guidelines, local and international child care regulations.</p> <p>1.2 Communicate and use terminology and language specific to <b>stages</b> in child growth and development clearly and according to approved sector guidelines.</p> <p>1.3 Analyse the critical factors identified at each <b>stage</b> of child growth and development and document how these factors impact growth and development, in keeping with acceptable guidelines and protocol.</p> <p>1.4 Outline the importance of nutrition on the <b>stages</b> of child growth and development and report any issues/challenges to <b>appropriate persons</b> according to organisational policies, procedures and guidelines.</p> <p>1.5 Confirm and monitor the critical factors of child growth and development and identify and document any problems according to international regulations and organisational policies.</p>
2. Identify and examine the effects of different factors on child growth and development.	2.1 Identify any effects of the physical and social environment on the growth and development of the child.



- 2.2 Contribute to and record the effects of positive support through development **stages** according to organisational procedures.
- 3. Monitor the development of the child.
  - 3.1 Identify and record child growth and development according to the WHO Growth Chart Standard.
  - 3.2 Identify and record concerns/patterns in growth development according to industry requirements.
  - 3.3 Refer concerns/patterns to **appropriate persons** according to organisational policies and guidelines.
- 4. Document factors that support or hinder growth and development.
  - 4.1 Identify and categorise **factors** that influence development in children.
  - 4.2 Isolate **factors** that support/hinder social emotional, cognitive, moral development and personality formation in children.
  - 4.3 Refer issues/challenges to **appropriate persons** according to established guidelines and policies.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Appropriate person:**

- Parent/guardian
- Supervisor/manager
- Health worker/childcare practitioner
- Child Protective Services

**2. Stages of Development:**

- Birth
- Infant
- Toddler
- Pre-schooler
- Pre-teen
- Adolescent

**3. Factors:**

- Physical
- Social
- Emotional
- Cognitive
- Spiritual
- Moral

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is the difference between growth and development in early childhood.
2. What are and how to identify the domains of human development.
3. What are the stages of child growth and development from conception to age 18 years.
4. What is the difference between pre-natal development and birth.
5. What is the explanation used in the Urie Bronfenbrenner's theory relating to pre-natal environmental influences and the John Bowlby's theory of sensitive period.
6. Why is it important to assess growth in children and how to do so.
7. Why it is important to know and understand the difference between length and height in development.
8. What is the standard procedure for measuring weight, length and height development.
9. What is the role of genetics in child development.
10. What is a teratogens and how do they affect the child's development.
11. What is the difference between prescription and non-prescription drugs and illegal drugs.
12. Why it is important to know and understand the following terms and the effect on childbirth.
  - alcohol
  - radiation
  - environment
  - pollution
  - maternal diseases
  - genetics
  - exercise
  - nutrition
  - emotional stress
  - RH blood compatibility
  - maternal age
  - previous births
13. What is pre-natal health care important during pregnancy.
14. Why it is important to identify developmental delays in children early and plan appropriate intervention and how to do so.
15. Why it is important to know and understand the birth process, possible complications, myths and signs of labour.
16. What is the process of socialisation and why it is important to child development.

17. How these agents of socialization the can influence children at the various stages of life:
- home
  - school
  - peer/group
  - community institutions/wider community
18. How these socialisation factors can influence the development of a child's personality and concept of self:
- gender bias
  - gender role stereotyping
  - sibling rivalry
  - physical health
  - environment
  - peer group
  - child rearing practices
  - race
  - language
  - culture
  - theories e.g. Freud's and Erickson
19. Why self-concept and self-esteem in personality development is important.
20. What are some of the possible factors that contribute to the development of positive and negative self-concepts.
21. Which methods to use to build children's positive and negative self-concept and self-esteem.
22. What are the environmental, physical, social/moral and cultural factors that support or hinder the development of the child:
- attitudes to play and physical development
  - the physical environment and play spaces for children
  - the impact of health and nutritional status on psycho-motor development
  - social class/poverty
  - parent/caregiver
  - quality of home/day care environment
  - early stimulation interventions
  - availability of appropriate materials and resources
  - child abandonment, child shifting
  - appropriate role models
23. Why it is important to employ observation and oral presentation techniques.
24. How to use active listening and interviewing techniques in the child development stages.
25. How to prepare portfolios for child development.
26. Why it is important to understand culture and religion and its influence on child development.

## EVIDENCE GUIDE

*For assessment purposes:*

### 1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should be used**.

## U84702

## Develop customer relationships

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to develop customer relationships vital to organisational success.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Develop a rapport with customers                                  | 1.1 Maintain an assertive and professional attitude towards customers.<br><br>1.2 Confirm that time allotted to deal with customers is following organisational guidelines.<br><br>1.3 Assure customers that all is being done to keep commitments made by the organisation.  |
| 2. Meet the expectations of customers                                | 2.1 Act on any conflict recognised between customer and the organisation.<br><br>2.2 Establish <b>parameters</b> to operate and meet the customer's needs.<br><br>2.3 Establish a balance between service to the customers/clients and the organisation.<br><br>2.4 Work effectively with <b>others</b> to resolve difficulties with customer expectations'.  |
| 3. Develop long-term relationships to move your customers to clients | 3.1 Offer <b>assistance</b> to add value to the customer/client relationships.<br><br>3.2 Address and explain expectations with the customer/client and compare with the organisations' services and products.<br><br>3.3 Discuss customer service feedback with <b>others</b> .<br><br>3.4 Confirm that feedback gathered from customers/clients is based on <b>new means</b> identified.<br><br>3.5 Benchmark the organisations' customer service against other industry/sectors. |

- 3.6 Adapt a **client centred** approach to customer service.
- 4. Develop customer/client relationships
  - 4.1 Confirm that customer retention is revealed and the importance communicated to all persons involved.
  - 4.2 Clarify customers/clients behaviour and attitude based upon their actions.
  - 4.3 State how to defuse potentially stressful situations.
  - 4.5 Highlight the limitations of the organisations' customer/client service and their customers' expectations.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Parameters:**

- Security
- Communication
- Duties/responsibilities

**2. Others:**

- Colleagues/team members
- Supervisors/managers
- Members of the public
- Other stakeholders

**3. Assistance:**

- Introduction of new/additional products/services
- Assistance from other staff members/specialists

**4. New means:**

- Assistive technology (self-serve checkouts, pin and chip card services)
- Introduction of debit or credit card services
- Introduction of new/additional products/services
- Assistance from other staff members/specialists

**5. Client-centred:**

- Favourable environment
- Catering to diversity (cultural, race, ethnicity, differently abled, age, etc.)



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What rights do customers have.
2. What are the organisational policies and guidelines on the following:
  - a. health and safety
  - b. data protection
  - c. equal opportunities
  - d. disability discrimination, legislation and regulations
3. What are the professional codes of practice and ethical standards that affect the way the products or services dealt with should be delivered to customers/clients.
4. What are the contractual agreements customers may have with your organisation.
5. What are the areas in which you have accountability and responsibility for and when to refer a customer to another party.
6. How to communicate in a positive and polite manner to your customers/clients and others.
7. How important is customer retention to the organisation
8. How your own attitude affect the customer's behaviour
9. How to defuse potentially stressful situations
10. How to use coping mechanisms and techniques to remain calm.
11. What are the limitations to service for your organisation
12. How changes may affect the customers' needs
13. What is the cost of bringing in new customers as opposed to retaining the old ones.
14. How to use the chain of command when attempting variation to the organisation's service offer
15. How to negotiate for the organisation.

---

## EVIDENCE GUIDE

---

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be collected in a variety of ways including:

- Observations
- Written/Oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- 

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit maybe assessed on the job off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or s part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

**Simulation must not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA18203****Manage self against risks related to HIV and AIDS in the workplace**

## Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to protect oneself from the risk of HIV and AIDS in the workplace.

It also involves developing self-protection strategies and implementing a personal risk reduction plan.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Contribute to the implementation of health and safety procedures within the workplace. | 1.1 Identify your role in the prevention of HIV and AIDS within the workplace within the limits of your authority.<br><br>1.2 Contribute to the implementation of health and safety policies and procedures regarding HIV and AIDS.<br><br>1.3 Comply with organisational requirements to undertake medical checks and screening as required according to industry and environmental policies and procedures.   |
| 2. Maintain currency of knowledge of HIV and AIDs within the workplace.                   | 2.1 Participate in training and seminars to keep knowledge of HIV and AIDS up to date according to organisational, industry and health and safety requirements.<br><br>2.2 Identify credible sources of current information to assist in discrediting myths surrounding HIV and AIDS and confirm understanding with colleagues and other <b>relevant persons</b> .<br><br>2.3 Participate in interactive sessions with colleagues to raise awareness and share information about HIV and AIDS according to organisational requirements.<br><br>2.4 Identify sources of available counselling for persons infected and affected by HIV and AIDS. |

- 2.5 Maintain confidentiality of information shared according to organisational requirements.
- 3. Protect self and others from risk of infection.
  - 3.1 Confirm that occupational safety and health and workplace policies regarding HIV and AIDS are read and understood.
  - 3.2 Adhere to occupational health and safety standards in the workplace regarding HIV and AIDs.
  - 3.3 Identify **hazards** and **risks** within the workplace, report to the **relevant persons** and document according to organisational requirements.
  - 3.4 Use appropriate **personal protective equipment** for job tasks according to occupational health and safety and industry standards.
  - 3.5 Minimise **hazards** and **risks** within the limits of your authority and according to organisational and industry occupational health and safety requirements.
  - 3.5 Report **illness** to **relevant persons** and follow isolation or quarantine requirements according to organisational and industry health and safety policies and procedures.
- 4. Develop and implement a personal risk reduction plan.
  - 4.1 Conduct a behaviour risk assessment and validate the risk reduction plan with a health care professional according to health and safety regulations.
- 3.
  - 4.2 Participate in medical checks and counselling where required according to organisational and industry safety and health policies and procedures.
  - 4.3 Identify sources of support for the risk reduction plan and implement according to the limits or your authority and organisational requirements.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Relevant persons:**

- Supervisor/Manager
- Health Care Worker
- Physician

**2. Hazards:**

- Biological (i.e. bacteria, viruses)
- Chemical (i.e. spills)
- Environmental
- Physical

**3. Risks:**

- Exposure to contaminated fluids (i.e. blood, sweat)
- Contaminated waste (i.e. used syringes, discarded swabs/gauze/band-aids etc.)
- Illness/low immunity
- Poor hygiene/sanitary habits

**4. Personal protective equipment:**

- Gloves
- Goggles (if necessary)
- Masks (if necessary)

**5. Illness:**

- Virus (i.e. cold, flu)
- Bacterial infection
- Illness that may compromise immune system

r

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is HIV and AIDS and the modes of transmission.
2. What is your role and the limits of your authority with regards to the prevention of HIV and AIDS.
3. What are the organisational occupational health and safety law, regulations and policies relating to HIV and AIDS.
4. How to contribute to the implementation of health and safety policies relating to HIV and AIDS.
5. Why it is important to undertake regular medical checks and screening and what are the organisational, industry and environmental requirements for doing so.
6. What training is available for HIV and AIDS.
7. What are the myths surrounding HIV and AIDS.
8. Why it is important to keep information up to date regarding HIV and AIDS.
9. Why it is important to participate in interactive sessions with colleagues to raise awareness and share information.
10. What are the credible sources of information relating to HIV and AIDS.
11. What sources of counselling are available for persons infected and affected by HIV and AIDS.
12. Why it is important to maintain confidentiality of information.
13. What are the different types of hazards and risks that may be found in the workplace.
14. Who are the relevant persons to whom hazards and risks should be reported and what are the organisational procedures for doing so.
15. What are the organisational health and safety policies and procedures for dealing with hazards and risks
16. How to minimise hazards and risks within the limits of your authority.
17. How to implement infection control measures in the workplace.
18. What are the different types of personal protective equipment to be used in the workplace.
19. What are the types of illness that require isolation or quarantine and what are the requirements for doing so.
20. Why it is important to know and understand self-protection strategies in HIV/AIDS
21. What is and how to conduct a behaviour risk assessment.
22. How to validate and implement a risk reduction plan.
23. How to identify sources of support for a risk reduction plan.

## EVIDENCE GUIDE

*For assessment purposes:*

### 1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**U54702****Provide basic first aid**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide basic first aid responses, until the arrival of medical assistance.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Plan and prepare for basic first aid response | 1.1 Interpret the work activity and first aid documentation to ensure accuracy of preparation of the response.<br><br>1.2 Identify potential risks, <b>hazards</b> and environmental issues and address these through control measures.<br><br>1.3 Select and correctly wear personal protective equipment appropriate for the response. .<br><br>1.4 Identify, select and maintain communication systems to be used during the response.<br><br>1.5 Coordinate activities with others prior to, during and on completion of the response.<br><br>1.6 Record, report and replenish first aid <b>resources</b> . |
| 2. Assess the situation                          | 2.1 Identify risks and hazards.<br><br>2.2 Minimise immediate risks and implement control measures.<br><br>2.3 Assess the casualty's vital signs and physical conditions within the scope of the individual providing the initial response.   |
| 3. Apply first aid                               | 3.1 Provide <b>first aid</b> management within the scope of the individual and according to industry requirements.<br><br>3.2 Reassure the casualty in a calm and sensitive manner and ensure that they are made comfortable.   |



- 3.3 Obtain and use first aid **resources and equipment** correctly as required to control hazards and risks and attend to the casualty.
  - 3.4 Monitor the casualty's condition and provide a timely, accurate response in accordance with effective first aid principles and organisational procedures.
  - 3.5 Seek appropriate **emergency services** in a timely manner.
  - 3.6 Finalise casualty management.
- 4. Record and report the incident
  - 4.1 Convey details of the casualty's condition and management activities to relevant emergency services while maintaining sensitivity to the casualty and surroundings.
  - 4.2 Prepare and submit relevant documentation in an appropriate and timely manner, presenting all relevant facts according to established industry guidelines.
  - 4.3 Use, record and accurately report on first aid resources.
- 5. Clean up
  - 5.1 Recover first aid equipment, if practical; clean, inspect/test, replace (if necessary) and store correctly.
  - 5.2 Report equipment faults to the appropriate persons.
  - 5.3 Dispose of medical waste in accordance with industry requirements.
  - 5.4 Conduct appropriate debriefing or evaluation.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Hazards:**

- physical
- biological
- chemical
- manual handling

**2. Risks:**

- electrical
- manual
- substances
- environmental
- biological
- injury
- proximity
- vehicles

**3. Resources and equipment:**

- defibrillation units
- first Aid kit
- auto-injector
- ventilation chamber/inhaler
- resuscitation mask
- spacer device
- personal protective equipment
- stretcher
- communication equipment

**4. First aid kit:**

- cardio-pulmonary resuscitation (CPR)
- bleeding control
- basic patient management
- stabilizing fractures
- heimlich maneuver

**5. Emergency services:**

- ambulance
- fire
- police

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the social/legal issues surrounding the provision of first aid.
2. How to plan an appropriate first aid response and casualty management.
3. When and how to use defibrillation units.
4. What are the basic occupational and health and safety requirements.
5. What are the basic principles and concepts underlying the practice of first aid and how to carry out the associated functions.
6. How and when to call emergency services.
7. How to use communication, information technology and literacy skills to function in an emergency environment.
8. How to prepare appropriate documentation.
9. How to clean up and dispose of waste, including hazardous waste.

---

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting **all** the performance criteria, underpinning knowledge and range on more than one occasion. This evidence must come from a real work environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Written/oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not** be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA18303

## Care for children's basic needs

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to care for children's basic physical and emotional needs. Workers may be under direct supervision or working autonomously.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Respond to children's needs.                                | 1.1 Respond to child/children in a gentle, unhurried and sensitive manner to build and promote a relationship of trust.<br><br>1.2 Confirm that the need for care is consistently monitored and met in a timely manner<br><br>1.3 Monitor child/children consistently for signs of hunger, distress, pain and tiredness and <b>respond</b> appropriately as required.<br><br>1.4 Identify, acknowledge and respect child/children's routines, rituals rhythms, preferences and cues and <b>respond</b> as appropriate.  |
| 2. Develop and maintain a nurturing relationship with children | 2.1 Commence interaction with child/children while parents are present where possible to minimise abruptness of separation.<br><br>2.2 Observe parents and child/children for <b>signs of distress</b> on arrival and reassure appropriately in a calm manner.<br><br>2.3 Encourage parents to take as much time as necessary to have a relaxed, unhurried separation from child/children.<br><br>2.4 Establish routines to minimise separation of parent and child/children.<br><br>2.5 Use the provision of basic routine care as opportunities to positively interact with child/children. |

- 
- |  |     |   |
|--|-----|---|
|  | 2.6 | Confirm that interactions with children are both planned and spontaneous.   |
| 3. Contribute to children's personal hygiene   | 3.1 | Confirm routines for the maintenance of child's/children's personal hygiene adhere to those provided by parents/guardians.  |
|  | 3.2 | Adapt personal hygiene maintenance routines to suit individual needs and personal preferences of children/families and sector standards.                              |
|  | 3.3 | Confirm that hygiene maintenance routines are suitable to various skin and hair types in accordance with parents/guardians' and cultural practices.                   |
|  | 3.4 | Dispose of waste products and quarantine soiled items according to public health regulations and facility guidelines.   |
|  | 3.5 | Use personal hygiene routines consistently as opportunities for communicating and promoting health and hygiene practices with younger children.                       |
|  | 3.6 | Maintain child's/children's physical comfort and deal with accidents promptly in a manner that does not undermine self-esteem and privacy.                            |
|  | 3.7 | Confirm that methods and timing used in toilet training are appropriate and promote consistency of care.  |
|  | 3.8 | Use equipment or provide assistance to encourage independent self-care skills in ways appropriate to the child's age and stage of development and physical abilities. |
| 4. Provide opportunities for children to sleep | 5.1 | Confirm that routines and rituals for rest and sleep are discussed with parents/guardians and adhered to where appropriate.   |
|  | 5.2 | Confirm that the environment provided for sleep or rest conforms to public safety and facility standards.   |

- 5.3 Make child/children as comfortable as possible and provide them with preferred comfort objects during periods of rest and sleep.
- 5.3 Adopt a soothing and reassuring manner and use appropriate methods to encourage child/children to rest or sleep.
- 5.4 Provide quiet activities for child/children who are not resting and prevent them from disrupting the rest or sleep of others.
- 5.5 Wake child/children in a caring, sensitive and unhurried manner.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Respond:**

- Provide food/drink
- Attend to toilet/hygiene needs
- Comfort or reassure
- Prepare for sleep/play
- Attend to basic medical needs

**2. Signs of distress:**

- Crying
- Withdrawal/regression
- Agitation
- Showing anger/using inappropriate behaviour



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to respond to child/children in a gentle, unhurried and sensitive manner to build and promote a relationship of trust.
2. How to monitor the need for care, signs of hunger, distress, pain and tiredness and how to respond appropriately.
3. Why it is important to identify and acknowledge routines, rituals rhythms, preferences and cues.
4. How to identify and acknowledge routines, rituals rhythms, preferences and cues and respond to them appropriately.
5. What are the signs of distress in parents and children.
6. Why it is important to establish routines to minimise separation of parents and children and how to do so.
7. How to use the provision of basic routine care as opportunities to positively interact with children.
8. How to use both planned and spontaneous interactions with children
9. What are the sector standards for personal hygiene maintenance for children.
10. How to adapt personal hygiene maintenance routines to suit individual needs and personal preferences of children/families and sector standards.
11. What are the cultural practices and hygiene maintenance routines suitable for various skin and hair types.
12. What are the public health regulations for the disposal of waste products and how to quarantine soiled items.
13. How to communicate with children to promote health and hygiene practices.
14. What are the methods and timing to be used in toilet training.
15. Why it is important to maintain children's physical comfort, privacy and self-esteem in dealing with accidents and how to do so.
16. How to use equipment or provide assistance to encourage independent self-care skills.
17. What are the different stages of child development.
18. What are the public safety and facility standards in providing an environment for sleep or rest.
19. Why it is important to make children as comfortable as possible and provide them with preferred comfort objects during periods of rest and sleep.
20. How to adopt a soothing and reassuring manner and use appropriate methods to encourage children to rest or sleep.

21. How to prevent children who are not sleeping from disrupting the sleep and rest of others by providing quiet activities.
22. Why it is important to wake children in a caring, sensitive and unhurried manner and how to do so.

---

## EVIDENCE GUIDE

---

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA18403****Support children's involvement in activities**

## Unit Descriptor:

This unit provides the knowledge, skills and attitude required to prepare developmentally appropriate activities for children and support children's development.

It also involves the culmination and evaluation of those activities that are being used.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Prepare developmentally appropriate activities for children | 1.1 Prepare the environment for children to learn through active exploration and interaction with adults and other children.<br><br>1.2 Prepare developmental activities appropriate for the <b>age range, social emotional development</b> and individual preferences.<br><br>1.3 Confirm that <b>materials</b> are made available on open shelves or other appropriate areas so children can access them.<br><br>1.4 Provide a safe environment that is uncluttered and hazard-free, with stimulating and challenging materials and activities for the children.<br><br>1.5 Create outdoor activities to develop children's motor skills, learn about the environment and express themselves freely. |
| 2. Support children's involvement in activities                | 2.1 Express respect and affection for children by smiling, touching, holding and speaking to children at their eye level.<br><br>2.3 Offer support and assistance to children, able and/or disable while dressing within their cultural/religious practices, promoting their independence.   |

- 
- |    |  |   |
|----|--|---|
|    | 2.4  | Facilitate movement among children involving them in activities by asking questions, making suggestions and creating complex situations.  |
|    | 2.5  | Promote and sustain children's interest with comments, without disrupting their concentration, control of activity and social interaction with others.  |
|    | 2.6  | Allow children to select their own activities from a variety and provide opportunities, for self-directed experimentation and problem solving activities.   |
|    | 2.7  | Give children adequate time to complete their activities and encourage them to replace objects and materials before leaving activity area.  |
| 3. | Support the culmination and evaluation of activities | <p>3.1 Identify and remedy practices, which are not consistent with the objectives.</p> <p>3.2 Follow routines that help children to keep themselves healthy and safe.</p> <p>3.3 Utilise children's responses, suggestions and preferences appropriately in the reflection and evaluation of activities.</p> |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Age range:**

- Infant
- Toddler
- Pre-schooler
- Pre-teen
- Adolescent

**2. Social emotional development:**

- Interaction
- Expression & regulation
- Empathy and impulse control
- Identity and social understanding

**3. Materials:**

- Creative (building blocks, modelling and painting items, books) etc.
- Fabric
- Sensory

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are developmentally appropriate activities.
2. Why it is important to gather information about children and their developmental needs.
3. How to access information on the background and previous experience of the children in care.
4. Why it is important to know and understand how to create a balance in activities and experiences to ensure learning, progression, continuity and the opportunity to practice skills.
5. How to prepare activities which reflect the social and cultural background of the children and which promote equality of access and continuity of experience and development.
6. What is the relevance and value of particular individual and group activities when promoting children's learning and development.
7. How to match activities to needs and levels of development for the individual child or group.
8. How and when to involve children and parents/guardians in the preparation of activities.
9. How to plan within a given time frame for an activity.
10. Why it is important to take into account health and safety issues when planning activities for children.
11. How to estimate the range of developmental needs of children within the group.
12. How to develop activities with learning potential to meet identified needs of children.
13. How to make plans for the layout of materials and equipment to ensure safety.
14. Why it is important to make plans to promote the development of positive attitudes.
15. How to encourage participation of children in the planning process.
16. How to make use of community resources in short/long term planning.
17. How and when to include parents/guardians, colleagues and other professionals in developing and adapting plans.
18. How to provide activities to expose and enhance experiences for the child/children.
19. Why it is important to use the appropriate equipment and materials when preparing for children's activities.
20. How to assist children to choose, participate in and enjoy planned activities.
21. Why it is important to provide children with appropriate time to enjoy activities.
22. How to modify equipment or adapt activities to accommodate children with special needs.
23. How to appraise activities through observing and interacting with children.
24. How to analyse the ways in which planned activities can meet children's needs.

25. Why it is important to examine style and quality of direct involvement with children in a process of self-evaluation.
26. How to measure the responses of children to unplanned or spontaneous learning opportunities.
27. How to record children's responses, suggestions and preferences during learning.
28. How to evaluate the effectiveness of planned and activities.
29. How to use outcome of evaluations of activities in the planning future activities.



---

## EVIDENCE GUIDE

---

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA18503****Plan, prepare and implement daily activities for children**

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to plan, implement and evaluate activities for children.

It involves sourcing and collecting appropriate materials to assist in the making of toys, games and other learning resources.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Plan activities and experiences to facilitate children's learning and development. | 1.1 Source information about children and their particular developmental needs from <b>relevant persons</b> .<br><br>1.2 Plan activities to reflect an integrated approach with relevant national early childhood curricula.<br><br>1.3 Plan learning activities that are consistent with the identified needs of children and applicable within a varied framework.<br><br>1.4 Plan activities and experiences to make the best use of physical resources of the setting.<br><br>1.5 Confirm that planned activities incorporate strategies that promote the development of positive attitudes in children.<br><br>1.6 Confirm that planning is sufficiently flexible to what children do and accommodate unplanned or spontaneous learning opportunities.<br><br>1.7 Develop and adapt plans in consultation with <b>relevant persons</b> to meet children's changing needs. |
| 2. Contribute to sourcing and collecting materials for learning resources             | 2.1 Identify and source a variety of low and no cost materials appropriate for the production of play and learning resources from a range of suppliers.  |

- 2.2 Use initiative and creativity to source and collect materials that are safe and non-toxic.
  - 2.3 Source resources in local communities and cultural/special events that inform long term plans.
  - 2.4 Communicate the importance and purpose of desired materials clearly to parents/guardians and document according to facility or organisational requirements.
  - 2.5 Involve children and parents/guardians in the collection of natural, discarded and indigenous materials to be used for play/stimulating learning activities.
3. Develop learning resources
  - 3.1 Develop learning resources based on knowledge of children's differing abilities, developmental stage and approach to learning.
  - 3.2 Develop appropriate learning resources to promote children's interest and conceptual development based on design and specifications.
  - 3.3 Involve and guide children in making toys and learning resources according to their interest, ability, age and stage of development and which promote their individuality and creativity.

Confirm that learning resources including finishes conform to national basic safety requirements.
4. Implement planned activities and experiences for children
  - 2.1 Confirm that implemented activities and experiences are consistent with agreed plans.
  - 2.2 Select equipment and materials appropriate to planned activities, experiences and that satisfy the health and safety requirements of the setting.
  - 2.3 Confirm that the layout of equipment and activities optimise children's access.

- 2.4 Support children in choosing, participating in and enjoying planned activities in ways appropriate to each child's level of development.
  - 2.5 Confirm that planned activities are given adequate time and sufficient resources.
  - 2.6 Modify plans or adapt equipment and activities to meet the needs of individual children.
  - 2.7 Respond to unplanned or spontaneous learning opportunities which engage children's interest while ensuring their health and safety.
- 5. Evaluate planned activities and experiences for children.
  - 4.1 Allow appraisal of children's participation in and enjoyment of activities for a realistic conclusion.
  - 4.2 Assess the style and quality of direct involvement with children to determine whether or not they encourage participation in activities.
  - 4.3 Assess responses to unplanned or spontaneous learning opportunities against evidence of children's extended learning and sustained health and safety.
  - 4.4 Utilise children's responses, suggestions and preferences appropriately, in the evaluation of activities and experiences planned for them.
  - 4.5 Evaluate the effectiveness of planned activities and experiences based on available and relevant information.
  - 4.6 Confirm that modification and development of activities and experiences reflect the outcome of evaluation.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Relevant persons:**

- Parents/guardians
- Health workers
- Care provider
- General practitioner/paediatrician

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. Where to source information about children and their particular developmental needs.
2. How to plan activities to reflect an integrated approach with relevant national early childhood curricula.
3. How to plan learning activities that are consistent with the identified needs of children and applicable within a varied framework.
4. How to plan activities to make the best use of the physical resources of the setting.
5. Why it is important the planned activities incorporate strategies that promote the development of positive attitudes in children.
6. Why it is important that planning is sufficiently flexible to what children do and accommodate unplanned or spontaneous learning opportunities.
7. Who to consult with to develop and adapt plans to meet children's changing needs and how to do so.
8. How to identify and where to source a variety of low and no cost materials appropriate for the production of play and learning resources from a range of suppliers.
9. How to use initiative and creativity to source and collect materials that are safe and non-toxic.
10. How to source resources in local communities and cultural/special events that inform long term plans.
11. Why it is important to clearly communicate the importance and purpose of desired materials to parents/guardians and document according to requirements.
12. How to involve children and parents/guardians in the collection of natural, discarded and indigenous materials to be used for play/stimulating learning activities.
13. How to develop learning resources based on knowledge of children's differing abilities, developmental stage and approach to learning.
14. How to develop learning resources to promote children's interest and conceptual development based on design and specifications.
15. Why it is important to involve children in making toys and learning resources according to their interest, ability, age and stage of development and which promote their individuality and creativity.
16. What is the basic national safety standard for learning resources.
17. Why it is important that implemented activities are consistent with agreed plans.
18. How to select equipment and materials appropriate to planned activities, experiences and that satisfy the health and safety requirements of the setting.

19. How the layout of equipment and activities can optimise children's access.
20. How to support children in choosing, participating in and enjoying planned activities in ways appropriate to each child's level of development.
21. Why planned activities should be given adequate time and sufficient resources.
22. How to modify plans or adapt equipment and activities to meet the needs of individual children.
23. How to respond to unplanned or spontaneous learning opportunities which engage children's interest while ensuring their health and safety.
24. Why it is important to allow the appraisal of children's participation in and enjoyment of activities for a realistic conclusion.
25. How to assess the style and quality of direct involvement with children to determine whether or not they encourage participation in activities.
26. How to assess responses to unplanned or spontaneous learning opportunities against evidence of children's extended learning and sustained health and safety.
27. How to utilise children's responses, suggestions and preferences appropriately in the evaluation of activities and experiences planned for them.
28. How to evaluate the effectiveness of planned activities and experiences based on available and relevant information.
29. Why the modification and development of activities and experiences should reflect the outcome of evaluation.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.



**UA18603****Contribute to the health and safety of children**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to contribute to the health and safety of children.

It involves providing a safe, clean environment; supervising children during travel and recognising and responding to signs of illness.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
----------------	-----------------------------

*To be competent you must achieve the following:*

- |   |     |   |
|---|-----|---|
| 1. Maintain a clean and hygienic environment. | 1.1 | Confirm that cleaning occurs as an ongoing process as per established regulations, requirements and health standards.     |
|   | 1.2 | Use appropriate cleaning agents as per recognised regulations and requirements.   |
|   | 1.3 | Follow organisational policies and procedures for infection control.  |
|   | 1.4 | Maintain adequate ventilation, lighting and heating/cooling   |
|   | 1.5 | Adhere to personal hygiene/sanitation procedures according to recognised regulations and requirements.                    |
|   | 1.6 | Confirm that beds and bedding conform to relevant health, hygiene and safety requirements.                                |
|   | 1.7 | Confirm that food preparation, handling, storage and serving areas comply with public health guidelines and requirements. |
| 2. Provide a safe environment                 | 2.1 | Confirm that tools, equipment, toys and games are appropriate to the age of the child.                                    |

- 2.2 Confirm that selected tools, equipment, toys and games are checked and maintained to ensure safety according to manufacturer's guidelines.
  - 2.3 Confirm that the **environment** is set up to ensure safety; areas are checked for **hazards** and **risk** reduction strategies implemented.
  - 2.4 Keep fire exits unobstructed in accordance with occupational health and safety regulations.
  - 2.5 Dispose of waste materials safely and correctly according to established procedures and environmental requirements.
  - 2.6 Store cleaning materials safely according to established policies and procedures.
  - 2.7 Implement infection control procedures where required according to organisational requirements.
  - 2.8 Identify signs, symptoms and key characteristics of allergy/anaphylaxis shock.
  - 2.9 Respond to allergy/anaphylaxis shock according to occupational health and safety and organisational procedures.
- 3. Supervise children
  - 3.1 Supervise children in accordance with legal requirements and regulations.
  - 3.2 Implement rules for safe play and explain to children
  - 3.3 Maintain direct contact with individuals/group during activities.
  - 3.4 Identify potential injury **hazards** and risks and take action to minimise or reduce **risks**.

- |  |     |  |
|--|-----|--|
|  | 3.5 | Explain <b>hazards</b> and potential <b>hazards</b> in the <b>environment</b> to children.   |
|  | 3.6 | Discuss and practise emergency and evacuation procedures with children.  |
|  | 3.7 | Use supervision as an opportunity to interact with children.   |
|  | 3.8 | Record and report accidents and incidents in accordance with guidelines.   |
|  | 3.9 | Make age-appropriate provisions for children to be seated and supervised at meal and snack times.  |
| 4. Travel with children.   | 4.1 | Implement procedures for safety on outings.  |
|  | 4.2 | Supervise children as closely as required for their ages, abilities and the contexts.  |
|  | 4.3 | Monitor children's behaviour during travel and reinforce safe appropriate behaviour.   |
|  | 4.4 | Instruct and remind children to follow relevant legal requirements, rules and good safety conduct.   |
|  | 4.5 | Identify <b>risks</b> and develop and implement strategies to minimise <b>risks</b> .  |
|  | 4.6 | Observe potential <b>hazards</b> and develop strategies to increase safety.  |
| 5. Identify and respond to signs of allergies and related illnesses. | 5.1 | Identify, manage and monitor and report signs, symptoms and key characteristics of allergies and related illnesses according to established procedures and legislative requirements. . |
|  | 5.2 | Apply risk management strategies for children with allergies.  |

- |   |  |  |
|---|--|--|
|   | 5.3                                      | Seek medical assistance as necessary and according to established policies and procedures and inform the child/children's parent(s) as soon as possible. |
|   | 5.4                                      | Separate the child from other children as required and as practicable and ensure that they are comforted and settled.                                    |
| 6 | Administer medication within guidelines. |  |
|   | 6.1                                      | Administer medication according to established policies and legislative requirements.  |
|   | 6.2                                      | Check medication for name, instructions and use by date and store according to established policies and legislative requirements.                        |
|   | 6.4                                      | Document medication administration in accordance with legislative requirements.  |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Environment:**

- Internal
- External

**2. Hazard(s):**

- Physical i.e. facilities, furniture, wiring, structures etc.
- Environmental i.e. weather, temperature; discarded items outdoors etc.
- Tools and equipment i.e. small pieces in toys and games; old tools and equipment
- Substances i.e. medication, cleaning materials etc.

**3. Risk(s):**

- Tools and equipment i.e. small pieces in toys and games; old tools and equipment
- Unsafe furniture, structures etc.
- Unsecured medication, substances, cleaning materials etc.
- Electricity (exposed wires, sockets etc.)
- Children left unattended

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to select appropriate toys and equipment for the developmental stage of the child including taking an assessment of safety and risks.
2. Why it is important to confirm that cleaning occurs as an ongoing process as per established regulations, requirements and health standards.
3. How to use appropriate cleaning agents as per recognised regulations and requirements.
4. Why it is important to discern current and applicable regulations on occupational health and safety (OHS), hygiene, administration and storage of medication.
5. Why it is important to have current knowledge of food safety and handling requirements.
6. What is the most appropriate meal preparation and provision based on the most current national guidelines for nutrition of children and adolescents.
7. Why it is important to know and understand the relevant guidelines for administration of medication to children.
8. What s are the legal requirements for the supervision of children including worker - to -child ratios.
9. How to identify hazards in the home environment for home based care.
10. What are the relevant standards, policies and procedures that govern health and safety in childcare.
11. How to identify potential hazards to children.
12. How to implement risk minimisation strategies.
13. How to identify the relevant strategies to minimise the spread of infectious diseases.
14. How to control the spread of infectious diseases and cross infection.
15. What are the road safety awareness procedures for your country when chauffeuring children.
16. What are the traffic hazards and risks for children being chauffeured.
17. What is the basic home fire safety plan the according to the governing legislations.
18. How to manage children on outings situations.
19. What are the emergency contact numbers for the police and ambulance.
20. How to manage allergies and related medications during childcare following the relevant regulations.
21. How to identify anaphylaxis and related food allergies that can affect children.
22. How to respond to anaphylaxis shock in children and administer prescribe medication.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA18703****Provide nutritionally balanced meals in a safe and hygienic manner**

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to plan and provide nutritionally balanced meals to children of various ages in a safe and hygienic manner.

It involves planning and preparing food and promoting healthy eating and maintaining food safety while carrying out food preparation activities.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                           |  |
|---------------------------|--|
| 1. Plan and provide meals | 1.1 Identify and confirm current relevant industry dietary guidelines for infants, children and young persons.<br><br>1.2 Confirm nutrition policies include the identification, management and monitoring of special dietary needs related to food allergies and <b>medical food conditions</b> .<br><br>1.3 Identify the special dietary needs of children, <b>cultural and religious practices</b> and confirm with parents/guardians.<br><br>1.4 Adhere to cultural and religious practices when planning and providing meals for infants, children and young persons.<br><br>1.5 Provide meals and snacks that are nutritious, attractive and of an appropriate size serving for children.<br><br>1.6 Confirm that meals and snacks promote optimal growth and development and food and drink preferences |
| 2. Promote healthy eating | 2.1 Use a variety of methods to encourage children to develop healthy eating habits.<br><br>2.2 Promote healthy eating through role modelling, positive food awareness and mealtime experiences.   |



- 2.3 Provide education and support to families and children regarding healthy eating.
  - 2.4 Plan and develop cycle menus of foods for each meal and snack to display information for staff, parents/guardians and older children.
- 3. Maintain food safety
  - 3.1 Carry out food handling, preparation and storage within scope of work role, according to facility guidelines, legislation and licensing requirements for food safety.
  - 3.2 Identify and remedy processes or practices which are not consistent with the guidelines of scope of work role according to relevant legislation.
  - 3.3 Address health conditions and/or illness that may impact on safe food handling according to relevant legislation.
  - 3.4 Select and use appropriate clothing and footwear for handling food according to industry requirements.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Medical food conditions:**

- Coeliac disease
- Diabetes
- Anaemia
- HIV/Aids
- Allergies
- Obesity/underweight

**2. Cultural and religious practices:**

- Observance of religious days
- Meal patterns
- Use of ingredients i.e. meats
- Spices and flavourings used

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the current relevant industry dietary guidelines for infants, children and young persons.
2. Why it is important to identify, manage and monitor special dietary needs related to food allergies and medical food conditions and how to do so.
3. Why it is important to confirm special dietary needs of children with parents/guardians.
4. What are the different medical food conditions and how these are identified.
5. What are the cultural and religious practices related to the dietary food conditions of infants, children and young persons.
6. How to adhere to cultural and religious practices when planning and providing meals for infants, children and young persons.
7. How to provide meals and snacks that are nutritious, attractive and an appropriate serving for children.
8. Why it is important that meals and snacks promote optimal growth and development and food and drink preferences.
9. What are the different methods that can be used to encourage children to develop healthy eating habits.
10. How to promote healthy eating through role modelling, positive food awareness and mealtime experiences.
11. How to provide education and support to families and children regarding healthy eating.
12. How to plan and develop cycle menus of foods for each meal and snack to display information for staff, parents/guardians and older children.
13. What are the requirements, guidelines and legislation regarding food handling, preparation and storage.
14. What are the guidelines for identifying and remedying processes or practices which are not consistent with requirements.
15. How to identify and remedy processes or practices which are not consistent with the guidelines and scope of work.
16. Why it is important to address health conditions and/or illnesses that may impact safe food handling.
17. What is the legislation regarding health conditions and/or illnesses that may impact safe food handling.
18. What are the industry requirements for clothing and footwear when handling food.
19. What is the correct clothing and footwear for food handling.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA18803****Facilitate the appropriate management of children's behaviour**

Unit Descriptor:

This unit describes the knowledge and skills and attitudes required to set up a framework for guiding children's behaviour; promoting positive behaviours; responding to the functions of behaviour and setting guidelines and responding to challenging behaviours.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Contribute to a framework for guiding children's behaviour.	1.1 Set the framework for children's <b>behaviour</b> and establish appropriate behavioural guidelines.  1.2 Establish goals and boundaries for children's <b>behaviour</b> which are consistent with <b>age-appropriate</b> practices.  1.3 Support the emotional and physical well-being of children by the type of goals and boundaries established.  1.4 Identify inadequacies in the framework in a manner appropriate to the setting/children's <b>characteristics</b> .  1.5 Make suggestions to the administrator for modification of framework for guiding children's <b>behaviour</b>
2. Promote positive behaviours.	2.1 Communicate clearly positive and realistic expectations of behaviour to child/children, parents and guardians.  2.2 Identify and explain examples of positive behaviour regularly.  2.3 Create an environment for conflict resolution and peace-making.
3. Respond to function of behaviours and set standards for guidelines.	3.1 Identify and discuss the function of <b>behaviours</b> in children in an appropriate manner.

- 3.2 Encourage appropriate ways of expressing feelings.
  - 3.3 Show respect for children's feelings.
  - 3.4 Communicate guidelines for children's **behaviour** clearly and repeat as required.
  - 3.5 Communicate reasonable and appropriate **behaviour** management **techniques** for breaching guidelines; limits to the child/children and confirm that they are consistently applied.
- 4. Respond to persistent challenging behaviour.
  - 4.1 Identify and promptly act upon changes in established patterns of **behaviour** which are inconsistent with children's developmental stages; in an agreed upon manner.
  - 4.2 Identify factors provoking or contributing to challenging **behaviours**.
  - 4.3 Develop specific programmes to address behavioural problems which take into account the child's background, recent experiences and other related factors.
  - 4.4 Confirm that disclosure of information takes into account issues of confidentiality.
  - 4.5 Seek assistance from appropriately qualified individuals and/or agencies.
  - 4.6 Respond to specialist advice and make recommendations in a timely manner.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Behaviour(s):**

- Passive
- Aggressive
- Assertive

**2. Age:**

- Infant
- Toddler
- Pre-schoolers
- Pre-teen
- Adolescent

**3. Characteristics:**

- Extroverted
- Introverted
- Impulsive
- Compulsive

**4. Techniques:**

- Cognitive Behavioural Therapy
- Applied Behavioural Therapy
- Social Behavioural Therapy

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the different types of Psychoanalytic theories including Freud and Erikson.
2. What are the different types of theories including John Bowlby, Elliott Turiel, Carollee, Mildred Parten and William Damon.
3. How to applied Behavioural Analysis techniques and positive behaviour handling strategies.
4. Why it is important to know the limitations of children's memory and understanding and how this may affect their ability to comply with goals and boundaries for behaviour.
5. What is the necessity for frameworks for children's behaviour.
6. What is the importance of clarity and precision in behavioural guidelines.
7. What is the importance of ensuring children's understanding of the frameworks that are put in place.
8. Why it is important to understand the importance of a team approach in the early childhood setting in ensuring the implementation of behaviour policies.
9. How to identify the factors and circumstances which may influence changes in the normal behaviour patterns of young children.
10. What are the different types of concepts and signs of regression, withdrawal, attention-seeking, anti-social behaviour and self-damaging behaviour.
11. Why it is important to seek the advice and guidance of specialist and how to gain access to them.
12. Why it is important to know the principles of constructing a recording system for children's behaviour.
13. What is the need to distinguish between relevant and irrelevant information in terms of behaviours that should be addressed.
14. How to use simple techniques for behaviour modification, including reinforcement and time outs.
15. How to use techniques for observing and monitoring children's behaviour individually and in groups.
16. How to expect normal behaviour in children based on their age and stage of development.
17. Why it is important to understand acceptable and unacceptable behaviours within the culture (which should not be influenced by one's own values and beliefs).
18. What are the different types of culturally based expectations about children's behaviour.
19. How to identify culturally based expectations about responses to children's behaviour.
20. What is the reason for developmental and socio-emotional inappropriate behaviour and the functions of behaviour.



21. What are the different type's disciplines in families.
22. Why it is important to know the rights of children.
23. What are positive behaviour guidance strategies.
24. How to identify antecedents of behaviour, learned habits, context influences, social influences etc. in children and families.
25. What are the national, regional and international standards, policies and procedures for behaviour management in children.
26. How to identify the techniques used to distinguish matters that can be dealt with in the setting and those requiring specialist assistance.
27. How to identify and apply conflict resolution theories and techniques.

## **EVIDENCE GUIDE**

*For assessment purposes:*

### **(1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### **(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### **(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA18903

## Facilitate the development of children with exceptionalities

Unit Descriptor:

This unit describes the knowledge and skills and attitudes required examine children's needs with exceptionalities, demonstrate commitment, support the rights, interest and needs of exceptionalities in the home and communities.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Examine the nature and needs of children with exceptionalities.	1.1 Identify general information about the characteristics of each group of exceptionalities.  1.2 Identify and use information regarding the needs of children with exceptionalities in providing appropriate <b>community services</b> .  1.3 Develop programmes to promote positive images of children with exceptionalities within their community.
2. Demonstrate commitment for providing quality community services for children with exceptionalities.	2.1 Identify <b>issues</b> affecting children with exceptionalities in accessing <b>community services</b> .  2.2 Develop and maintain an effective network of <b>community services</b> that are easily accessed by children with exceptionalities.  2.3 Make available information about services and about the barriers preventing clients from accessing them.  2.4 Provide support and assistance for children with exceptionalities in receiving quality <b>community services</b> .
3. Support rights, interests and needs of children with exceptionalities.	3.1 Outline the responsibilities in assisting children in realising their rights.  3.2 Develop appropriate mechanisms to assist children with exceptionalities in accessing all <b>community services</b> , with special provision and concessions for the most vulnerable.

- 3.3 Plan ways to collect feedback from **community services** for improvements.
- 4. Make community services available to children with exceptionalities
  - 4.1 Collaborate with community service providers to help identify which services are needed and available for children with exceptionalities.
  - 4.3 Identify community services geared towards developing the capabilities of families to respond to the needs of exceptional children.
  - 4.32 Develop a directory of available **community services** to assist parents/guardians of children with exceptionalities in identifying relevant services.
  - 4.3 Identify **community services** geared towards developing the capabilities of families to respond to the needs of exceptional children.
  - 4.4 Facilitate access to identified **community services**.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Issues:**

- Lack of assessment materials
- No trained personnel
- Lack of funding
- Non-specific aids/adaptive technologies
- Lack of family support

**2. Community Services:**

- Specific programmes
- Trained care takers
- Support for family
- Network services
- Advocacy

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to identify characteristics of children with exceptionalities.
2. How to establish networks in the exceptionality sector.
3. How to identify different client needs according to different exceptionalities
4. What is empowerment in relation to children with exceptionalities.
5. Why it is important to know and understand the principles of access and equity
6. Why it is important to know and understand the principles of practices and confidentiality.
7. What are the various types of policies, practices and programmes relating to community services.
8. How to communicate effectively to meet the needs of the diverse group.
9. How to maintain a directory of community services for care takers and parents/guardians.
10. How to ask questions and follow instructions relating to community service.
11. How to identify risks in community service programmes.
12. Why it is important to establish and maintain contact with key persons/agencies.
13. How to adapt and implement strategies to meet the needs of children with exceptionalities.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA19003

## Work with children with behavioural disorders

Unit Descriptor:

This unit deals with the knowledge skills and attitudes required to work with children with behavioural disorders.

It focuses on identification, classroom assessment and intervention of children with behaviour disorders.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Identify behaviour problems	<p>1.1 Identify the various <b>behaviour disorders</b> in children and define inappropriate behaviours.</p> <p>1.2 Define problem behaviour(s) clearly according to childcare legislations.</p> <p>1.2 Identify signs and symptoms of inappropriate behaviours and document as observed across time and settings.</p> <p>1.3 Communicate <b>observations</b> of inappropriate behaviours to relevant personnel in accordance with established procedures.</p>
2. Analyse children's behaviour	<p>2.1 Identify inappropriate behaviours in comparison to appropriate behaviour for the developmental phase and provide clarification as to why the behaviours are considered inappropriate.</p> <p>2.2 Give explanation to clarify why the behaviours are considered inappropriate.</p> <p>2.2 Document inappropriate behaviours along with observed triggers and responses to behaviours.</p> <p>2.3 Document times, settings and situations that trigger observed inappropriate behaviours.</p> <p>2.4 Confirm that interactive <b>communication</b> produces information that explains the child's feelings behind the behaviour</p>



- 2.5 Make referrals for formal assessment in accordance with established policies and procedures.
3. Develop an Individual Behaviour Plan (IBP).
- 3.1 Develop an Individual Behaviour Plan (IBP) with parents(s) and other relevant personnel.
- 3.2 Discuss and implement **reinforcement strategies** for appropriate behaviours as agreed with parent(s) and other personnel.
- 3.3 Provide opportunities for children to demonstrate responsible and appropriate behaviours.
- 3.4 Teach children to verbalise feelings that produce inappropriate behaviours and use conflict resolution strategies
- 3.5 Confirm that communication demonstrates respect for children's emotional well-being and fosters positive self-esteem.
- 3.6 Determine and implement routines and physical arrangements that facilitate children's success.
- 3.7 Discuss support mechanisms to manage and monitor overwhelming behaviours with relevant personnel and implement accordingly.
- 3.8 Make referrals for assessment to specialist(s) in accordance with childcare guidelines.
- 3.9 Confirm that assessment recommendations are accepted and implemented within the capabilities of the care environment.
- 3.10 Develop strategies for compliance with the IBP with parents(s) and other relevant personnel.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Behaviour disorders:**

- Attention deficit hyperactivity disorder (ADHD)
- Post-traumatic stress disorder (PTSD)
- Conduct disorder (CD)
- Oppositional defiant disorder (ODD)

**2. Observations:**

- Aggression (physical/verbal)
- Signs of acute physical/emotional distress (e.g.) self-injurious behaviours
- Anxiety/depression

**3. Communication:**

- Formal
- Informal

**4. Reinforcement strategies:**

- Demonstration and modelling
- Pre-correction
- Reinforcement (e.g., token economy)
- Positive behaviour support
- Psychotherapy, group & family therapies

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the different types of modern behaviour and emotional disorders that affects children.
2. Why it is important to know the signs and symptoms of major behaviour disorders affecting children.
3. What are the major child development theories.
4. What are the various child rights and responsibilities in childcare relating to behavioural and emotional disorders.
5. What are the various types of deviations in child development.
6. Why it is important to know and understand the nature and needs of children with disorders/disabilities.
7. How to apply early intervention strategies in a crisis.
8. Why it is important to know and understand principles of child empowerment and dis-empowerment.
9. What is self-esteem, motivation and socialization and how to recognise it in a positive way.
10. How to establish and build rapport with a child that has been diagnosed with a behavioural and/or emotional disorder.
11. What are the different types of applied behaviour analysis and their basic concepts.
12. What are the basic concepts of functional behaviour analysis.
13. What are the different types of behaviour intervention techniques.
14. What is holistic and child centred care for behavioural and/or emotional disorders.
15. Why it is important to know and understand basic understanding of psychosocial rehabilitation processes.
16. Why it is important to know and understand the national policies and procedures for confidentiality in behavioural care and counselling

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA19103

## Work with children with physical disabilities

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to communicate with children who with a disability, prepare a suitable environment and provide assistance.

It also involves providing feedback, encouragement and guidance on task and adaptive aids.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Communicate with children.	<p>1.1 Identify and appropriately interpret verbal and non-verbal <b>communication</b>.</p> <p>1.2 Confirm that <b>communication</b> with children demonstrates that their thoughts and feelings are respected.</p> <p>1.3 Confirm that opportunities for children to express themselves freely are encouraged in planned, unplanned and routine <b>activities</b>.</p>
2. Prepare the environment for specific tasks.	<p>2.1 Confirm that environmental provisions take into account safety issues relevant to children with <b>physical disabilities</b>.</p> <p>2.2 Observe relevant procedures/guidelines in preparing the learning environment for children with <b>physical disabilities</b>.</p> <p>2.3 Confirm that the selection and placement of equipment ensures ease of access and safety of children and are appropriate for <b>activities</b>.</p> <p>2.4 Choose materials, <b>activities</b> and experiences to demonstrate understanding of the extent of the disability.</p>
3. Support children with physical disabilities in carrying out tasks.	<p>3.1 Encourage independence through appropriate assistance and reassurance.</p> <p>3.2 Identify verbal and non-verbal cues accurately and act upon them appropriately.</p>

- |    |   |  |
|----|---|--|
|    | 3.3   | Provide assistance within the scope of authority that is consistent with established childcare guidelines.   |
|    | 3.4   | Confirm that expectations for fine motor coordination and perceptual abilities are appropriate to the nature and extent of the physical disability.  |
| 4. | Provide feedback and encouragement on task performance. | <p>4.1 Confirm that <b>communication</b> and interaction demonstrate respect for children's emotional well-being.</p> <p>4.2 Create and actively seek opportunities to give feedback.</p> <p>4.3 Confirm that comments or criticism expressed are void of stereotypical influences or innuendos.</p> <p>4.4 Confirm that feedback or comments are relevant to current or specific issues or attempts and avoid reference to past failures.</p> <p>4.5 Use positive feedback to acknowledge attempts as observed in learning situations.</p>                        |
| 5. | Make adaptive aids and provide guidance in use.         | <p>5.1 Confirm that the nature of <b>communication</b> enhances children's self-esteem.</p> <p>5.2 Give instructions that are consistent with children's developmental levels.</p> <p>5.3 Instruct children in ways that encourage and foster belief in their own abilities.</p> <p>5.4 Select <b>adaptive aids</b> specific to children's needs and that are culturally suitable.</p> <p>5.5 Observe established specifications in the making of <b>adaptive aids</b>.</p> <p>5.6 Provide children with training in the use of specific <b>adaptive aids</b>.</p> |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Communication:**

- Verbal
- Non-verbal (Signing, braille)

**2. Activities:**

- Habilitation and rehabilitation
- Learning (educational setting)

**3. Physical disabilities:**

- Loss of limb
- Restricted movement in arm(s)/leg(s)
- Deformities

**4. Adaptive aids:**

- Manipulative (toys)
- Prosthetic & orthotic devices
- Technology

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to provide child-centred care/training for persons who work with disable children.
2. Why it is important to have positive attitudes/actions that empower children with disabilities.
3. How to apply verbal and non-verbal communication indicators to a disable child/children
4. How to identify possible barriers to effective communication when relating to a child with a physical disabilities.
5. Why it is important to know and understand the rights of children with disabilities.
6. How to apply appropriate terminologies used within the disability sector.
7. What are the different types of discriminatory actions/innuendos that are common when relating to children with disabilities.
8. Why it is important to know and understand principles and practice of confidentiality in relation to dealing with disable children.
9. How to identify common risks to safety in relation to children with a physical disabilities in a learning environment.
10. What are the various types of considerations when preparing the environment/equipment for specific exercises for children with physical disabilities.
11. How to select specialised equipment for children with physical disabilities (teaching/learning related).
12. How to use interactive techniques and technology when dealing with children with physical disabilities.
13. How to train children to use assistive/adaptive technology and record feedback for improvements and evaluations.
14. How to modify adaptive aids to suit the purpose.



---

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA19203****Support the holistic development of children in early childhood**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to support and identify the interrelationship between the physical, social, cognitive and communication development of children in early childhood.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                 |  |
|---------------------------------|--|
| 1. Support physical development | 1.1 Use daily <b>routines</b> as <b>opportunities</b> to support children's holistic development.<br><br>1.2 Select and arrange <b>activities</b> to assist in developing fine and gross motor skills, to challenge and encourage choice and spontaneity in physically active play.<br><br>1.3 Create <b>opportunities</b> to help support the emerging physical skills of individual children.<br><br>1.4 Support children to take increased responsibility for their own health and wellbeing.   |
| 2. Support social development   | 2.1 Support children to understand and accept responsibility for their own actions appropriate to their level of understanding.<br><br>2.2 Create <b>opportunities</b> for one-on-one interactions with relevant persons.<br><br>2.3 Care, empathy and respect are modelled for children, educators and families.<br><br>2.4 Join in play and <b>social experiences</b> with other children.<br><br>2.5 Support children who have difficulty understanding or communicating with each other.<br><br>2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals. |

- 2.7 Support children to develop trusting relationships with caregivers.
- 2.8 Encourage children to respect and regard each other's individual differences.
- 2.9 Offer play choices to children and respect their choice to watch and observe.
- 3. Support emotional development.
  - 3.1 Confirm that child learning is scaffolded intentionally.
  - 3.2 Provide children with a range of resources and experiences to explore, problem-solve and stimulate cognitive development.
  - 3.3 Provide experiences that allow children to explore a range of concepts.
- 4. Support communication development.
  - 4.1 Embrace the child's linguistic heritage and encourage the use and acquisition of standard English.
  - 4.2 Select, read and tell developmentally appropriate stories/tales.
  - 4.3 Use puppets and other props to stimulate children's enjoyment of language and literature.
  - 4.4 Encourage and model two-way communication through questions and careful listening.
  - 4.5 Draw and encourage children to explore symbols, patterns and their relationships, including letters and sounds.
  - 4.6 Create **opportunities** for group discussions, questions and exchange of views between children.
- 5. Create an environment for holistic learning and development.
  - 5.1 Support and initiate inquiry processes, try new ideas and take on challenges.
  - 5.2 Provide resources and materials that offer challenges, intrigue and surprises.

- 5.3 Support and promote children's sense of belonging and connectedness.
- 5.4 Engage children in sustained shared conversations to extend their thinking.
- 5.5 Provide the opportunity for scaffold learning and development.
- 5.6 Allow children to see their mistakes as **opportunities** to learn and grow.
- 5.7 Facilitate and share families' diverse contributions to the learning community and the child's development.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Routines:**

- Playtimes (indoors, outdoors)
- Bath times
- Nap times
- Changing time

**2. Opportunities:**

- Playtime
- Storytime

**3. Activities:**

- Identify signs and symbols
- Use building blocks
- Dress self
- Grasping objects (spoon, crayon, pencil, scissors)
- Projects (group play, outings)
- Creative arts (dance, painting, modelling)

**4. Social experiences:**

- Group play (other children)
- Interaction with care taker and/or parents/guardians

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to encourage opportunities to support children holistic development.
2. How to develop strategies that will encourage the participation of all children in activities which will aid in the development of motor skills.
3. How to identify children's stages of physical development according to their age.
4. How to encourage the health and wellbeing of children and support the emotional, mental and cognitive development of children in early childhood.
5. Why it is important to foster the social development of children through behaviour modelling, language development, values and communication.
6. What are the different developmental theories in early childhood.
7. What is a sensory experience, its value and how to provide appropriate sensory experiences to young children.
8. How to identify the sequence and processes of sensory development.
9. What is the effect of early brain development in children.
10. How to provide a safe and stimulating environment to encourage children's sensory development during creative play.
11. How to identify a variety of appropriate materials and equipment used to encourage children's sensory development and creative play.
12. How to communicate verbally and non-verbally to encourage children's vocabulary about movement and spatial awareness.
13. How to show approval for children's behaviours and compliment efforts.
14. Why it is important to select appropriate activities and equipment for exploring movement with children.
15. How to become aware of an individual child/group of children stages of development.
16. What is the role that attention and memory play in learning.
17. How to identify the needs of individual children in the group and the possible reasons for low concentration and attention e.g. Attention Deficiency Disorder (ADD).
18. What is the usual sequence of intellectual and language development and how this is linked to the acquisition of basic concepts.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA19303

## Advocate for the rights and needs of children and young people

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to advocate for the rights and needs of children and young people. It includes promoting the rights, interests and needs of the child whilst challenging stereotypes.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Advocate for children's specific rights or needs.	<p>1.1 Confirm that the child's <b>rights</b> and <b>needs</b> are strongly represented to those involved.</p> <p>1.2 Verify that the child's point of view is sought and represented clearly to those involved.</p> <p>1.3 Clarify the <b>issues</b> focused on and address with relevant others.</p> <p>1.4 Negotiate options with the child and others involved.</p> <p>1.5 Collect comprehensive background information and evidence and present clearly to <b>relevant persons</b>.</p> <p>1.6 Check that competing <b>rights</b> are identified and discussed.</p> <p>1.7 Use assertive and persistent communication when required.</p>
2. Promote the rights, interests and needs of children.	<p>2.1 Promote the <b>rights</b> of children extensively according to relevant legislation.</p> <p>2.2 Confirm that persons are challenged to act in ways that further support children's <b>rights/interests/needs</b>.</p> <p>2.3 Check that reports of breaches or suspected breaches of children's <b>rights</b> within the service are promptly investigated.</p>



- 3. Challenge stereotypes
  - 3.1 Confirm **stereotypes** about children are challenged when communicated.
  - 3.2 Confirm that unrealistic high or low expectations about children's behaviour are challenged.
  - 3.3 Provide information to challenge **stereotypes**.
  - 3.4 Promote children's abilities according to relevant Acts.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Rights:**

- Health, safety and security
- Protection from abuse
- Protection of property
- Freedom from discrimination
- Freedom of speech

**2. Needs:**

- Health care (physical and mental)
- Social participation
- Personal and cultural
- Safety

**3. Issues:**

- Accessibility
- Developments (cultural and religious)
- Family/school
- Abuse

**4. Rights:**

- Health, safety and security
- Protection from abuse

**5. Relevant persons:**

- Caretakers
- Parent/guardian
- Community members/social worker
- Child advocate
- Government

**6. Stereotypes:**

- Disabilities (physical, emotional, mental)
- Gender
- Family structure/composition/expectations
- Gift and abilities
- Culture and ethnic backgrounds
- Social status

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to source the United Nations convention on the rights of the child.
2. How to advocate and/or promote the rights and needs of children.
3. How to clarify issues that affects the child and address them accordingly.
4. Why it is important to negotiate on the behalf of the child/children.
5. Which method and level of communication is necessary to negotiate on the children's behalf.
6. How to select the best approach and advocate for the child base on the issue(s).
7. How to identify cases of stereotypical behaviours and attitudes that may affect the child/children.
8. How to apply the law to make other aware of discriminatory acts.
9. Why it is important to know the different types of abuse and how they affect the child.
10. How to identify children who are being abuse and violated.
11. Which method is best for referrals.
12. How to challenge people who discriminate and violate children's rights.
13. What is the national and international standards, policies and procedures used to educate and re-educate persons in childcare sector.

## EVIDENCE GUIDE

*For assessment purposes:*

### 1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA19403****Foster self-help skills**

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to foster self-help skills in children. It includes developing children's capacity to care for their own physical needs; establishing an environment to encourage them to complete tasks and creating opportunities for them to develop their understanding of physical needs and keeping their personal area tidy.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Support the development of children to care for their own physical needs. | 1.1 Demonstrate steps in <b>tasks</b> clearly and explain to children.<br><br>1.2 Provide verbal encouragement and assistance to complete tasks and provide opportunities to practice self-help.<br><br>1.3 Discuss the importance of care activities with children to develop their understanding of the process.<br><br>1.4 Encourage children to ask/seek help when needed and monitor their capacity to manage their own physical care |
| 2. Encourage task completion   | 2.1 Make required materials accessible to children.<br><br>2.2 Allow sufficient time for children to complete <b>tasks</b> in an unhurried manner and encourage and support all attempts to complete the task<br><br>2.3 Provide sufficient time for children to practice and develop their <b>self-help skills</b> .  |
| 3. Create opportunities for growth and development                           | 3.1 Explain nutritional needs to children appropriate to their level of development.<br><br>3.2 Demonstrate and explain good hygiene practices through positive practices and daily routines.  |

- 3.3 Demonstrate and explain correct safety practices to children.
- 3.4 Promote the need for physical exercise in a positive manner.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Tasks:**

- Home work (project/s, reading)
- Chores (i.e. tidying room, taking clothes to laundry room, picking up toys, table setting, making snack/lunch)

**2. Self-help skills:**

- Self-feeding
- Independent dressing
- Hygiene/toileting
- Chores i.e. table setting, picking up toys Chores (i.e. tidying room, taking clothes to laundry room, picking up toys, table setting, making snack/lunch)

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is the relevant legislation and guidelines that foster self-help development in childcare.
2. Why it is important to understand the necessary policies and procedures that influence childcare (*nanny*) services.
3. Why it is important to interpret and apply relevant legislation.
4. What are the stages of child development that are relevant to childcare (nanny) services.
5. What is the importance of self esteem/competence and how to foster it in young children.
6. What is the importance of individuality when fostering children.
7. How to organise the environment and manage time effectively in a childcare setting.
8. What are the different types of links between care environments and the home.
9. How to manage expectations about a range of self-help skills within cultural backgrounds of children.
10. How to communicate effectively with children of various ages and backgrounds
11. Why it is necessary to evaluate and promote problem-solving skills in children.
12. How to observe children and document findings where necessary.
13. Why it is important to acknowledge children's achievements.
14. How to reflect on the task set and negotiate the outcomes.
15. How to demonstrate interpersonal skills during childcare.
16. How to promote enthusiasm and encourage learning.
17. What are the health and safety factors in relation to cleaning a childcare environment.
18. Why it is important to understand the different types of cleaning chemicals and usage.
19. How to safely handle cleaning equipment.
20. How to safely handle and treat the hazards encountered in the cleaning of bedrooms and bathrooms e.g. blood, needles and syringes, sharp objects, human waste, surgical dressings, broken glass, cigars/cigarettes.
21. Why it is important to follow precautions, procedures and techniques relating to the cleaning of various surfaces.
22. What are the general procedures for cleaning toilets.
23. What is the purpose and procedures when airing, deodorizing and spraying bedrooms.
24. How to identify different types of bed linen and accessories and what are the procedures for stripping and making beds.



25. What are the factors to be considered when checking and arranging appliances and furnishings in a bedroom.
26. What are the different bed making styles.
27. How to clean drapery in a hanging position using a wet or dry vacuum.
28. What are the safety precautions in lifting and moving heavy items.
29. What are the precautions when preparing rooms for wheelchair bound and blind persons.

---

## EVIDENCE GUIDE

---

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA19503****Promote the wellbeing of children, young persons and their families**

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to promote the well-being of children, young persons and their families.

It also involves aspects of building and supporting families within the community.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Provide information that promotes the well-being of children.	1.1 Identify sources of accurate information that supports the well-being of children.  1.2 Analyse information for full understanding of how it relates to the environment.  1.3 Use available opportunities to provide relevant information to clients and others to enhance safety in the environment.
2. Provide support to families.	2.1 Identify support needed by families in caring for children and families.  2.2 Identify support services available to families.  2.3 Facilitate access to support services to families by providing referral and contact details according to organisational and industry guidelines.
3. Build community resources to care for children.	3.1 Monitor the availability of resources within the community that promotes the wellbeing of children.  3.2 Identify and report gaps in <b>community infrastructure</b> .  3.3 Develop partnerships to address gaps in information provided.  3.4 Confirm that interaction with children promotes safe behaviour in the environment.

- 3.5 Teach children the fundamentals of safety and its importance to their wellbeing.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Community infrastructure:**

- Housing
- Resources (i.e. church, library, schools).

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to identify sources of accurate information that promotes the wellbeing of children, young people and their families.
2. How to analyse information for understanding and relate it to the current environment.
3. How to use available opportunities to provide relevant information to clients and others to enhance safety in the environment.
4. How to identify the support needed and the services required by the family in care.
5. Why it is important to facilitate access support services to families being referred.
6. How to monitor resources within the community to promote the wellbeing of children.
7. How to identify gaps in community infrastructure.
8. How to establish partnerships to address gaps identified in the information provided.
9. How to interact with children to promote safe behaviour in the environment.
10. How and why it is important to teach children the fundamentals of safety and how it relates to their wellbeing.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA19603****Support the rights and safety of children within duty care requirements**

## Unit Descriptor:

This unit deals with the knowledge, skill and attitudes required to support the rights and safety of children in care.

It involves applying, identifying and safe guarding children within duty of care requirements.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Apply work ethics.                                  | 1.1 Carry out work within your role and responsibilities outlined in the duty care requirements.<br><br>1.2 Demonstrate fair, prompt and consistent performance of duties with children.<br><br>1.3 Confirm that behaviour is in accordance with established sector guidelines.<br><br>1.4 Demonstrate the required knowledge and skills for work responsibilities in accordance with established sector guidelines.<br><br>1.5 Explain decisions and actions taken to relevant persons. |
| 2. Identify indicators of abuse and act appropriately. | 2.1 Gather information about children's behaviour according to child care regulations.<br><br>2.2 Monitor the circumstances of children identified as highly vulnerable to <b>abuse</b> .<br><br>2.3 Identify and report <b>indicators</b> of <b>abuse</b> to relevant authorities.<br><br>2.4 Provide information to support investigations to the appropriate authorities.<br><br>2.5 Report suspicion of abuse to relevant authorities.   |



- 3. Safeguard the rights and interests of children.
  - 3.1 Establish the relationship of persons collecting children.
  - 3.2 Respond to incidents immediately so as to ensure the child's safety.
  - 3.3 Maintain a healthy and safe environment to minimise the potential for harm.
  - 3.4 Plan supervision to minimise potential harm to children.
  - 3.5 Adhere to all legislative requirements according to relevant guidelines.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Abuse:**

- Physical
- Sexual
- Emotional or psychological

**2. Indicators:**

- Withdrawal
- Sexually Transmission Infection (STI)
- Extreme behaviours
- Malnutrition
- Visual abuse

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to carry out work within duty roles and responsibilities outline in the guidelines.
2. What are the agencies responsible for reporting suspected abuse.
3. Why it is important to know and understand the protocols regarding notification of suspected abuse.
4. What is considered to be fair, prompt and consistent performance as it relates to duties in childcare.
5. Why it is important to display knowledge and skills in accordance with the childcare sector.
6. How to explain decisions and action taken to parents/guardians and others.
7. How to gather information about children's behaviour.
8. How to identify and monitor children who are vulnerable to abuse.
9. How and why it is important to know and understand the indicators (signs and symptoms) of abuse and whom to report them.
10. What are the laws according to the UN Conventions on the Rights of the Child regarding abuse.
11. How to provide necessary information to support the investigation.
12. Why and how to report suspicious behaviour to authorities.
13. How to establish the relationship of persons collecting the children.
14. Why it is important to respond immediately to any incidents and safeguard children.
15. How to maintain a healthy and safe environment that will minimise potential harm
16. How to plan and supervise visits to minimise potential harm.
17. Why it is important to adhere to legal requirements in childcare.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA19703****Establish relationships and maintain dialogue with children**

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to effectively engage children in relationships and maintain dialogue to encourage them to express their feelings, aspirations and concerns and contemplate opportunities for development.

It involves building healthy relationships, expressions and identifying opportunities for personal development.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Establish and maintain relationships with children                        | 1.1 Confirm that engagement with children is consistent and in a way that respects their views, concerns and needs.<br><br>1.2 Enable children to express their concerns and ask questions when clarification is needed.<br><br>1.3 Depict an open, honest and trusting relationship with children.<br><br>1.4 Listen actively to children and maintain confidentiality appropriately according to needs.<br><br>1.5 Demonstrate flexibility when responding to children's needs.<br><br>1.6 Confirm interaction between caregiver and children is within the <b>boundaries</b> and role.<br><br>1.7 Support children's actions to negotiate an end to distressing relationships with caregiver. |
| 2. Permit children to clarify their situation and express their aspirations. | 2.1 Encourage children to express their values and aspirations.<br><br>2.2 Respect children's expression of their values and aspirations.  |

- 2.3 Apply effective strategies to enable children to achieve their potential.
  - 2.4 Encourage children to use creative means to express their situations and aspirations.
  - 2.5 Take action to enable children to prioritise the activities they wish to pursue within given **constraints**.
- 3. Identify opportunities for personal development of children.
  - 3.1 Identify the current activities of children correctly which could provide opportunities for their development.
  - 3.2 Provide feedback on special abilities observed in children.
  - 3.3 Identify signals indicating children's readiness for personal development promptly and accurately.
  - 3.4 Identify clearly and report children's behaviour that indicates particular developmental needs.
  - 3.5 Confirm that attention to children's reflections shows active listening and that responses demonstrate understanding and respect to their insights and inputs.
  - 3.6 Apply a range of appropriate approaches correctly when developing relationships with children.
  - 3.7 Confirm that approaches for addressing identified needs are appropriate.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Boundaries:**

- Ethical
- Legal
- Contractual

**2. Constraints:**

- Family
- Resources
- Employers
- Policies and procedures

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. Why it is important to maintain a wholesome relationship with children in care.
2. How to establish rapport with children within different age groups.
3. How to address young people's issues within a care environment.
4. What are the policies and procedures in health and safety that relate to child protection, equal opportunities and confidentiality.
5. How to identify stages of development in children.
6. What are the different types of traumatic situations that may affect children.
7. What are the agency protocols that relate to the care and protection of children in care.
8. What are the issues of risk to personal safety and ways of dealing with them.
9. What are the different types of relationship and communication skills necessary to work with children in nanny care.
10. Why negotiation skills are important.
11. What are the different types of issues affecting children in crisis.
12. How and why it is necessary to know and understand active listening techniques.
13. Why it is important to enable young people to identify and set their own goals, targets and problem solve.
14. How to facilitate individuals and groups of children using active listening techniques and other tools.
15. Why it is important to know and understand basic group dynamics.
16. Why it is important to use children's current activities as a starting point for developing learning opportunities.
17. What are the various types of listening and facilitation skills.
18. How to use a range of approaches, such as structured activities and informal encounters to build relationships with children.
19. How to identify and interpret signals such as verbal expression, body language and hints as readiness for learning.
20. How to motivate children to express respect for their values.
21. How to identify informal learning opportunities.
22. How to identify available resources, the constraints attached to them and their creative uses.
23. How to provide feedback sensitively to children, parents/guardians and other caretakers.



24. What is the role of peer pressure in (behaviour) formation.

## EVIDENCE GUIDE

*For assessment purposes:*

### 1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA19803

## Support children in crisis

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to apply risk management strategies in crisis situations. It includes implementing risk management strategies to lessen a crisis and maintain a safe environment.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Implement risk strategies and lessen crises.	<p>1.1 Establish a framework for dealing with potential <b>crisis</b> situations and communicate to others.</p> <p>1.2 Provide training in <b>risk management strategies</b> for childcare personnel.</p> <p>1.3 Undertake timely risk assessment of potential <b>crisis</b> situation, with due consideration for the safety of children and others.</p> <p>1.4 Identify, assess and implement a variety of possible strategies to minimise risks in accordance with childcare <b>procedures and guidelines</b>.</p> <p>1.5 Identify appropriate sources and strategies for accessing support and act on as required.</p> <p>1.6 Verify if further assistance is required and provide access immediately.</p>
2. Maintain a safe environment for children	<p>2.1 Identify and routinely implement organisational <b>policies</b>, procedures and practices designed to maximise the physical and emotional safety of children.</p> <p>2.2 Maintain a healthy and <b>safe environment</b> to minimise potential harm.</p> <p>2.3 Respond to incidents quickly to protect children.</p> <p>2.4 Initiate and routinely provide appropriate post critical activities to assist children.</p>

---

**RANGE STATEMENT**

---

*All range statements must be assessed:*

**1. Crisis:**

- Abuse
- Mental health issues
- Grief/death
- Offences
- Drug overdose

**2. Risk management strategies:**

- Restraining
- Counselling
- Emergency assistance
- Diversion/isolate

**3. Procedures and guidelines:**

- Reporting potential threats
- Recording statements
- Occupational health & safety
- Referrals
- Emergencies

**4. Policies:**

- Legislation
- Ethical position
- Moral dilemma
- Cultural and religious beliefs

**5. Safe environment:**

- Physical
- Social
- Emotional

---

**UNDERPINNING KNOWLEDGE AND SKILLS**

---

*You need to know and understand:*

1. What are the various challenges affecting children across the development stages.
2. What are the different types of basic counselling techniques.
3. How to implement strategies to minimise risks.
4. Which methods of protocols to use in crisis intervention.
5. How to identify mental health issues.
6. Why it is important to know and understand the different policies/procedures that govern crisis in childcare.
7. What are the different types of strategies that minimise risk.
8. How to use crisis management techniques in a specific situation.
9. How to identify symptoms of a variety of crisis situations.
10. What are the different communication techniques used in crisis management and counselling.

---

## EVIDENCE GUIDE

---

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA19903

## Prepare for and deal with emergency situations

Unit Descriptor:

This unit deals with knowledge, skills and attitudes required to prepare for and promptly respond to emergency situations that may occur. It includes carrying out practice drills emergency procedures and dealing with emergencies.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Facilitate emergency and evacuation drills | 1.1 Confirm that evacuation and emergency procedures are communicated and understood by <b>relevant persons</b> .<br><br>1.2 Respond to <b>emergency</b> signals promptly according to health and <b>safety procedures</b> .<br><br>1.3 Respond promptly to emergency drills according to instructions and established <b>safety procedures</b> .<br><br>1.4 Manage the evacuation according to organisational health and safety procedures and within the limits of your authority.<br><br>1.5 Follow <b>emergency</b> evacuation routes according to evacuation plan in an orderly manner.<br><br>1.6 Follow signs and symbols guiding evacuation routes according to <b>safety procedures</b> .<br><br>1.7 Check and identify that all persons registered are located and accounted for at designated assembly point.<br><br>1.8 Maintain communication with others and offer assistance as necessary.<br><br>1.9 Report persons not accounted for to emergency personnel according to <b>safety procedures</b> .<br><br>1.10 Facilitate re-entry into buildings following completion of security checks. |
|---|--|

- |  |  |
|--|--|
| 2. Prepare to deal with emergency situations | 2.1 Confirm that emergency procedures are applied and followed correctly according to organisational procedures.                             |
|  | 2.2 Pass accurate information regarding the emergency to other personnel promptly according to organisational procedures.                    |
|  | 2.3 Report <b>emergencies</b> and accidents according to organisational health and safety guidelines and industry regulations.               |
| 3. Deal with emergency situations            | 3.1 Identify and promptly deal with <b>hazards</b> in accordance with health and safety rules and within the limits of your authority.       |
|  | 3.2 Give comfort and reassurance person(s) in accordance with organisational occupational health and safety guidelines.                      |
|  | 3.3 Deal with unexpected situations during an <b>emergency</b> in accordance with safety guidelines and within the limits of your authority. |
|  | 3.4 Identify unsafe areas and evacuate persons immediately according to safety rules and regulations.  |
|  | 3.5. Identify damage, document and report to <b>relevant persons</b> according to organisational guidelines.                                 |
|  | 3.6 Use <b>emergency equipment</b> in accordance with safety and manufacturing guidelines and within the limits of your authority.           |
|  | 3.7 Reassure child/children/patient, providing them with an update on the emergency.   |
|  | 3.8 Report on emergency according to organisational guidelines.  |



**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Relevant persons:**

- Staff
- Parents/guardians
- Supervisor/Manager
- Emergency personnel

**2. Emergency:**

- Medical (i.e. vomiting, diarrhoea, ingestion of foreign objects, drug overdose, unconsciousness, burns, falls)
- Natural disaster (storms, hurricanes, earthquakes, tsunami)
- Fires/explosions and bomb alerts
- Hazardous substance and chemical spills
- Security emergencies (i.e. intruders and disturbances).

**3. Safety procedures:**

- Centre disaster preparedness and emergency management (CDPEM) Counselling
- Property emergency plan
- Fire department procedures and guidelines
- Ministry of Health safety procedures
- Evacuation

**4. Hazards:**

- Fire
- Water (i.e. spills)
- Broken/structures
- Exposed electrical wires

**5. Emergency equipment:**

- Firefighting equipment (i.e. extinguishers/water/sand buckets/wet blanket)
- Communication devices
- Evacuation equipment
- Torches
- Personal protective equipment

**6. Designated persons:**

- Emergency services personnel
- Parents/guardians/visitors/clients
- Children

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the different types of emergencies and how to plan for them.
2. What are the relevant agencies responsible for disaster preparedness.
3. How to carry out emergency procedures in the event of
  - strokes
  - seizures
  - accidents
  - fire
  - hurricane/storm
  - earthquake/tsunami
4. Why it is important to take precautionary measures when preparing for an impending hurricane.
5. How to deal with emergencies that may occur following an earthquake and post-earthquake safety precautions..
6. What are the different types of fire and the requisite fighting equipment required to control or eliminate them.
7. How to conduct an emergency drill according to relevant safety guidelines and procedures
8. Why it is important to know safety precautions and procedures when evacuating a building in which there is fire.
9. How to identifying suspicious items or packages and deal with them.
10. How to deal with emergencies such as heart attack, drug overdose, fainting, diarrhea, vomiting, food poisoning.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA20003****Conduct monetary transactions**

Unit Descriptor:

This unit deals with the knowledge, skills and attitude required to handle monetary transactions.

It involves payments, banking, accountant receivable and payables and managing your own finances.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                  |   |
|----------------------------------|---|
| 1. Make payments.                | 1.1 Interpret and accurately verify instructions relating to making payments with <b>relevant persons</b> according to organisational procedures.<br><br>1.2 Check supporting documentation to substantiate payments.<br><br>1.3 Calculate payment due according to terms stated in supporting documentation.<br><br>1.4 Process cash or non-cash transaction as authorised, check and verify for accuracy according to financial regulations.<br><br>1.5 Obtain and submit receipts to <b>relevant persons</b> . |
| 2. Perform banking transactions. | 2.1 Interpret and accurately verify instructions relating to bank transactions, with <b>relevant persons</b> .<br><br>2.2 Complete relevant documentation and verify for accuracy with <b>relevant persons</b> .<br><br>2.3 Conduct banking transactions safely and securely according to organisational financial procedures.  |

- 2.4 Verify transactions and relevant documentation, store and submit to authorised persons.
- 3. Receive and account for payments
  - 3.1 Obtain authorisation for receiving payments on behalf of others, according to banking guidelines.
  - 3.2 Obtain supporting documents to substantiate payments.
  - 3.3 Obtain authorisation for acceptance of cheques, in accordance with established financial regulations.
  - 3.4 Examine cheques and cash for validity, count and verify according to organisational financial regulations.
  - 3.5 Prepare receipt for monies received accurately according to established financial regulations.
  - 3.6 Keep cash, cheques and financial instruments securely and submit to designated persons according to organisational financial procedures.
- 4. Manage own finances
  - 4.1 Calculate and verify quantities of monies to be received.
  - 4.2 Prepare and follow a simple budget.  
  
Maintain account and document of expenditures according to organisational financial procedures.  
  
Save or invest surplus with guidance from a financial advisor.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Relevant persons:**

- Head of institutions
- Manager/Supervisor

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the laws that govern financial institutions in your sector and country.
2. What literacy and numeracy skills are required for this task/job role.
3. What are the basic financial principles that govern banking.
4. How to perform cash and non-cash banking transactions.
5. What are the reasons for preparing and maintaining financial records.
6. What is the purpose of simple budgeting and accounting procedures for a business.
7. What are the confidentiality and security requirements for this role.
8. How to identify the various types of financial instruments.
9. What are the legal requirements relating to financial transactions.
10. How to communicate effectively during a transaction.
11. How and why it is important to maintain safe and secure environment when handling monetary transactions.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be collected in a variety of ways including:

- Observations
- Written/Oral questioning
- Written evidence
- Projects
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit maybe assessed on the job off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or s part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

**Simulation should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.



## U66302

## Carry out data entry and retrieval procedures

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to operate a computer, to enter, manipulate and retrieve data and to access information and communicate via the Internet.

ELEMENT	PERFORMANCE CRITERIA
---------	----------------------

*To be competent you must achieve the following:*

- |   |                          |   |
|---|--------------------------|---|
| 1 | Initiate computer system | 1.1 Check <b>equipment</b> and <b>work environment</b> for readiness to perform scheduled tasks.<br>1.2 Identify hardware components of the computer and their functions correctly.<br>1.3 Power up equipment correctly and correctly apply access codes.<br>1.4 Select or load <b>appropriate software</b> from the menu.  |
| 2 | Enter data               | 2.1 Identify and correctly collect types of <b>data</b> for entry.<br>2.2 Select and use appropriate <b>input devices</b> for the intended operations.<br>2.3 Confirm that the manipulative procedures of <b>input devices</b> conform to established practices.<br>2.4 Operate keyboard/mouse within the designated speed and accuracy requirements.<br>2.5 <b>Locate</b> computer files correctly or <b>create, name</b> and <b>save</b> new files.<br>2.6 Enter data accurately in the appropriate files using specified procedure and format and validate in accordance with specified procedures.<br>2.7 Anomalous results are corrected or reported in accordance with specified procedures |

- |    |  |  |
|----|--|--|
|    | 2.8  | Back-up in accordance with approved procedures.  |
| 3  | Retrieve data                                  |  |
|    | 3.1  | Establish identity and source of information.  |
|    | 3.2  | Obtain authority to access data where required.  |
|    | 3.3  | Locate and access files and data are correctly.  |
|    | 3.4  | Maintain integrity and confidentiality of data.  |
|    | 3.5  | Retrieve relevant reports or information using approved procedure.                                       |
|    | 3.6  | Confirm that formats to retrieve report or information conform to requirements.                          |
|    | 3.7  | Print copy of data where required.   |
| 4  | Amend data                                     |  |
|    | 4.1  | Establish source of data/information for amendment.  |
|    | 4.2  | Locate data to be amended correctly within the file.   |
|    | 4.3  | Enter, change or delete correct data/information using appropriate input device and approved procedures. |
| 5  | Use document layout and data format facilities |  |
|    | 5.1  | Verify requirements for document where necessary.  |
|    | 5.2  | Apply given format and layout appropriately.   |
|    | 5.3  | Identify, access and use facilities correctly to achieve the desired format and layout.                  |
|    | 5.4  | Use data manipulating facilities correctly.  |
|    | 5.5  | Confirm that format reflects accuracy and completeness.  |
| 6. | Monitor the operation of equipment             |  |
|    | 6.1  | Monitor system to ensure the correct operation of tasks.   |
|    | 6.2  | Deal with routine system messages promptly and correctly.  |

- |   |  |   |
|---|--|---|
|   | 6.3  | Refer non-routine messages promptly to the appropriate person in accordance with operating requirements.                  |
|   | 6.4  | Deal with error conditions promptly within level of authority and report uncorrected errors.                              |
|   | 6.5  | Monitor output devices and materials for quality.   |
| 7 | Access and transmit information via the Internet |   |
|   | 7.1  | Gain access to the Internet in accordance with the provider's operating procedures.                                       |
|   | 7.2  | Demonstrate efficiently the ability to negotiate web sites to locate and access specified information and other services. |
|   | 7.3  | Send and retrieve E-Mail competently.   |
| 8 | Close down computer system                       |   |
|   | 8.1  | Follow the correct shut down sequence and promptly report any problems with shutting down computer.                       |
|   | 8.2  | Observe safety and protective procedures.   |
|   | 8.3  | Preserve the system integrity and security.   |
| 9 | Maintain computer equipment                      |   |
|   | 9.1  | Confirm that cleaning materials and/or solutions used meet specified recommendations.                                     |
|   | 9.2  | Clean and equipment as directed.  |
|   | 9.3  | Report identified wear and faults promptly to the appropriate personnel.  |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Equipment:**

- install supplied computer
- install supplied peripherals

**2. Work environment:**

- equipment
- furniture
- cabling
- power supply

**3. Appropriate Software:**

- word processing
- spread sheet
- internet access

**4. Input Devices:**

- keyboard
- mouse
- scanner
- microphone
- camera

**5. Data:**

- textual
- numerical
- graphical

**6. File Operations:**

- naming
- updating
- archiving
- traversing field and records in database
- use of search
- sort
- print

**7. Files Saved on:**

- network
- magnetic media
- personal computer

**8. Maintenance:**

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc.

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to work safely with and around computers.
2. How to identify computer hardware.
3. What are computer hardware and software systems.
4. What are the procedures for initiating and closing down a computer.
5. What are the operations of the data entry management system.
6. What are the organisation's standards applicable to accessing files.
7. What are file operations and their applications.
8. How to create, locate and save files.
9. How to manipulate data input devices.
10. How to use input devices.
11. How to use data checking devices.
12. How to format software.
13. How to use software for graphic productions and manipulation.
14. How to access data.
15. How to key-in and format reports and letters.
16. How to retrieve data.
17. How to amend data.
18. How to print data.
19. How to save data.
20. How to search and receive data from the internet.
21. How to send and receive E-Mail.

---

## EVIDENCE GUIDE

---

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**U92702****Craft personal entrepreneurial strategy**

Unit Descriptor:

This unit deals with the skills, knowledge and attitudes required to craft an entrepreneurial strategy that fits with the, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Demonstrate knowledge of the nature of entrepreneurship	1.1 Define <b>concepts</b> associated with entrepreneurship clearly.
	1.2 Identify and explain <b>factors</b> which influence entrepreneurship locally and regionally.
	1.3 Explain clearly the importance of entrepreneurship to economic development and employment.
	1.4 Present the findings of research conducted on entrepreneurial ventures and successes in the Caribbean region clearly in the appropriate format.
	1.5 State the difference between wage employment and entrepreneurial ventures correctly.
2. Identify and assess entrepreneurial characteristics	2.1 Carry out relevant research and identify the required entrepreneurial characteristics.
	2.2 Assess and rank identified entrepreneurial characteristics.
	2.3 Demonstrate an understanding of the process and discipline that enables and individual to evaluate and shape choices and to initiate effective action correctly.



- 2.4 Identify **factors** that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind.
- 3. Develop self-assessment profile
  - 3.1 Use self-assessment tools/methods to properly identify personal entrepreneurial potential.
  - 3.3 Demonstrate the ability to apply creatively, problem-solving techniques and principles to solve business related problems.
  - 3.3 Obtain appropriate feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths or weaknesses.
- 4. Craft an entrepreneurial strategy
  - 4.1 Develop a profile of the past that includes accomplishments and preferences in terms of like and work styles, coupled with a look into the future and an identification of what one would like to do.
  - 4.2 Identify areas for development to determine commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognising management competencies.
  - 4.3 Develop written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative to facilitate reviews.
  - 4.4 Develop a framework and process of setting goals which demand time, self-discipline, commitment, dedication and practice.
  - 4.5 Establish goals that are specific and concrete, measurable, relate to time, realistic and attainable.

- 4.6 Establish how priorities including identifying conflicts and trade-offs and how these may be resolved.
- 4.7 Identify potential problems, obstacle and risks in meeting goals.
- 4.8 Identify specific action steps that are to be performed in order to accomplish goals.
- 4.9 Indicate the method by which results will be measured.
- 4.10 Establish milestones for reviewing progress and tying these to specific dates on a calendar.
- 4.11 Identify sources of help to obtain resources.

Demonstrate evidence of the ability to review process and periodically revise goals.

4.12

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Concepts:**

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

**2. Factors:**

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources available

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is a personal entrepreneurial profile system.
2. Explain the following effective management systems.
  - marketing
  - operations/productions
  - finance
  - administration
  - law
3. How to measure feedback.
4. What are the methods for developing a personal business plan.
5. What is the difference between entrepreneurial and management culture.
6. How to determine barriers to entrepreneurship.
7. How to minimise exposure to risk.
8. How to exploit any available resource.
9. How to tailor a reward system to meet a particular situation.
10. How to effectively plan and execute activities.
11. How to use computer technology to undertake assessments.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Concepts:**

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

**2. Factors:**

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources available

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is a personal entrepreneurial profile system.
2. Explain the following effective management systems.
  - marketing
  - operations/productions
  - finance
  - administration
  - law
3. How to measure feedback.
4. What are the methods for developing a personal business plan.
5. What is the difference between entrepreneurial and management culture.
6. How to determine barriers to entrepreneurship.
7. How to minimise exposure to risk.
8. How to exploit any available resource.
9. How to tailor a reward system to meet a particular situation.
10. How to effectively plan and execute activities.
11. How to use computer technology to undertake assessments.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.



**Assessment methods**

The methods which can be used to determine competence in performance and underpinning knowledge.

**Assessors**

The assessor guides and assesses the candidate. His/her role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The assessor needs to be competent to assess to national standards in the area under assessment.

**Approved Centre**

Organization/centre approved by the TVET Council to offer full National Vocational Qualifications.

**Case Studies**

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge it can generate and the specific nature of the evidence produced.

**Competence**

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

**Element**

An element is a description of an action, behaviour or outcome which a candidate should be able to demonstrate.

**Explanation of NVQ Levels**

NVQs cover five levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

**Level 1 — Entry Level**

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

**Level 2 — Skilled Occupations**

Recognises competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

**Level 3 — Technician and Supervisory Occupations**

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The candidate is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

**Level 4 — Technical Specialist and Middle Management Occupations**

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

**Level 5 — Chartered, Professional and Senior Management Occupations**

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contributions to the promotion and practice of their occupation.

**External Verifier**

The external verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved centre's quality of provision.

**Internal Verifier**

The internal verifier acts in a supporting role for assessors to ensure the consistent quality of assessment and competence. He/she needs to be competent to assess to national standards in the area under assessment.

**NVQ**

National Vocational Qualifications (NVQs) are work-based qualifications that assess candidate's competence in a work situation and certify that the candidate individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that are expected of persons working in the industry or sector which the NVQ covers.

**NVQ Coordinator**

The NVQ Coordinator is the centre contact within each approved centre offering NVQs. He/she has overall responsibility for the operation and administration of the NVQ system.

**Observation**

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

**Performance Criteria**

Performance criteria indicate the requirements for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

**Product of Work**

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

**Questioning**

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures the assessor has all of the evidence about a candidate's performance. It also allows the assessor to clarify situations.

**Range statements**

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria are intended to apply.

Range statements are prescriptive; therefore, each category must be assessed.

**Role-plays**

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers “real” people would behave. By using role-play situations to assess a candidate, assessors are able to collect evidence and make a judgement about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of his/her work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation.

**Simulations**

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate’s work which occurs infrequently or is potentially hazardous, for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the assessor will be able to elicit evidence which will help him/her judge how a candidate is **most likely** to perform in real life.

**Supplementary evidence**

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements and simulation (see note in glossary).

**Underpinning knowledge**

Underpinning knowledge indicates what knowledge is **essential** for a person to possess in order to successfully achieve an element and prove total competence.

**Units**

A unit of competence describes one or more than one activity which forms a significant part of a candidate’s work. Units are accredited separately but, in combination, can make up a vocational qualification. There are two categories of units:

**Mandatory** - These are core to a qualification and must to be completed.

**Optional units** - Candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

### **Work-based projects**

Work-based projects are a useful way for the candidate to collect evidence to support any decision made about his/her performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by the assessor and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).