Competency *Standards for Caribbean Vocational Qualifications (CVQ)*

CCCSR20105   **Level II in Nursery Care Services**

Unit Number	Unit Title	Mandatory /Elective	Hours
CSEECD0011A	Apply basic communication skills.	Mandatory	15
CSEECD0021A	Perform interactive workplace communication.	Mandatory	15
CSEECD0031A	Care for children's physical needs.	Mandatory	15
CSRCCS0011A	Facilitate play and leisure.	Mandatory	15
CSRCCS0021A	Apply basic first aid.	Mandatory	25
CSRCCS0031A	Support the 'rights' and safety of children within duty care requirements.	Mandatory	25
CSEECD0111A	Maintain a child oriented environment.	Mandatory	15
CSEECD0131A	Deliver quality customer service.	Mandatory	15
ITICOR0011A	Carry out data entry and retrieval procedures.	Mandatory	40
CSEECD0022A	Promote children's sensory and motor development.	Mandatory	20
CSEECD0032A	Facilitate children's language and cognitive development.	Mandatory	15
CSRCCS0012A	Prepare nutritionally balanced meals for children.	Mandatory	35
CSEECD0052A	Foster and enhance children's social development.	Mandatory	15
CSRCCS0022A	Foster children's self help skills.	Mandatory	15
CSRCCS0032A	Assist children with medication.	Mandatory	25
CSEECD0112A	Facilitate the appropriate management of children's behaviour	Mandatory	15
CSEECD0102A	Maintain the safety and wellbeing of children.	Mandatory	15
CSEECD0192A	Care for babies.	Mandatory	15
CSEECD0202A	Care for children.	Mandatory	15
CSEECD0082A	Facilitate children's creative expression through art, music and movement.	Mandatory	15
CSRCCS0042A	Observe, document, interpret and use information about children.	Mandatory	45
CSEECD0162A	Provide support for children affected by domestic and family violence.	Mandatory	15
CSEECD0172A	Facilitate the emotional development of children.	Mandatory	15
CSEECD0182A	Facilitate the development of the exceptional child.	Mandatory	15
CSEECD0132A	Deliver and monitor service to clients	Elective	15
CSEECD0092A	Plan, implement and evaluate daily activities for children.	Elective	20
BSBSBM0012A	Craft personal entrepreneurial strategy.	Elective	50

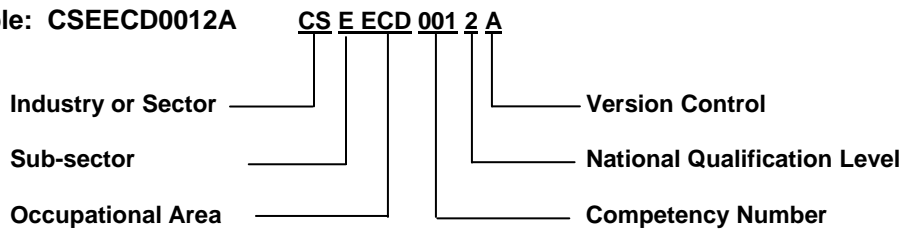**CCCSR20105   Level II in Nursery Care Services Contd.**

Unit Number	Unit Title	Mandatory /Elective	Hours
CSEECD0122A	Support parents in their parenting role.	Elective	15
CSRCCS0013A	Undertake case management in a child protection framework.	Elective	45
CSRCCS0023A	Advocate for the rights and needs of children and young people.	Elective	30

To be awarded this Caribbean Vocational Qualification (CVQ) all Mandatory competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

The nominal training hours are a guide for planning the delivery of Training Programmes.

Legend to Unit Code

Example: CSEECD0012A   CS E ECD 001 2 A

Industry or Sector ———————— **Version Control**

Sub-sector ———————— **National Qualification Level**

Occupational Area ———————— **Competency Number**

KEY: Man – Mandatory; CSE – Community Services Education;   CSR – Community Services Residential; ECD- Early childhood development; CCS Child Care Services; BSB – Business Services (Industry/Sector); SBM – Small Business Management; ITI – Information Technology (Industry/Sector)

CSEECD0011A: Apply basic communication skills

Competency Descriptor: This unit provides skills and knowledge required to apply the basic rules of spoken and written English to enhance the development of language and communication skills.

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Apply basic grammar principles	1.1 The different parts of speech are correctly identified.
	1.2 The different types of tenses and sentences are correctly identified.
	1.3 Parts of speech, tenses and subject/verb agreement are correctly used when constructing sentences.
	1.4 Different types of sentences are constructed correctly and coherently.
2. Apply the rules for Mechanics, Vocabulary and Spelling	2.1 Capitalization, abbreviations and punctuation are used correctly in written exercises.
	2.2 The twelve spelling rules are identified and applied.
	2.3 The different types of sentences are correctly identified and constructed.
3 Develop writing skills	3.1 Essential characteristics of a paragraph are identified.
	3,2 Paragraph from given information are developed.
	3.3 Types of letters are identified.
	3.4 Incident report is written to the required standard.
	3.5 Job-related forms are completed to the required standards.
4 Develop basic communication skills	4.1 The purposes of written/oral and visual communication are correctly stated.
	4.2 Methods of non-verbal communication are identified.
	4.3 Appropriate tools and devices are used to communicate effectively in the written and verbal mode.

		4.4	The importance of listening to effective communication is indicated.
5.	Use information system	5.1	The functions of a library are identified.
		5.2	Memo/electronic data bases of catalogues are correctly used.
		5.3	A variety of media is used to access information.

RANGE STATEMENT

The Range Statement explains the scope and context of the unit o f competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation,

The following variables may be present

Legislation, codes and national standards relevant to the workplace may include:

- National Early Childhood Policies and Standards
- Operators Manual,
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for applying basic communication skills

Writing skills include:

- identifying types of paragraphs
- developing paragraphs
- styles and formats of letters
- summarize paragraph/passage
- prepare and write notices
- write resume

Age range may include:

- birth to 2 years
- 3 years
- 4 and 5 years
- 6 to 8 years

Grammar principles include:

- parts of speech
- parts of a sentence
- types of sentences include simple and compound
- rules for subject/verb agreement
- types of tenses include present, past, future etc.

Mechanics, Vocabulary and Spelling include:

- rules governing the use of punctuation marks
- use of abbreviations
- twelve spelling rules

Communication skills include:

- purposes/goal for written, visual and oral communication
- listening skills
- methods of non-verbal communication
- oral/written instructions
- use of telephone, fax machine, advertisement
- use of statistics and graphical presentation
- differentiating between facts and opinions

Information systems include:

- functions of library and documentation centre
- use of catalogues in libraries/documentation centres to locate books
- use of dictionaries and encyclopedias
- use of technical handbooks, manuals, directories and maps
- use of newspapers and periodicals

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apply basic communication skills according to the performance criteria and the range statement .

(1)   Critical Aspects and Evidence

Evidence of the following needs to be demonstrated:

- Construct sentences showing correct use of parts of speech, tenses and subject/verb agreement, punctuation and spelling.
- Demonstrate the ability to write business letters, resume, incident reports, c omplete forms and summarize information
- Use appropriate tools and devices to communicate effectively in the written and verbal mode.
- Differentiate between facts and opinions
- Access relevant information from given information system

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- parts of speech and their functions
- parts of a sentence
- how to correct errors in sentences
- how to construct simple, compound and complex sentences
- rules for subject/ve rb agreement
- how to use different tenses
- rules for using punctuation marks, capitalization
- how to use abbreviations in written language
- the twelve spelling rules
- how to use context clues to interpret word meanings
- types of paragraphs
- how to develop paragra phs
- letter styles and format

Knowledge
Knowledge of: (Cont'd)

- how to write business letters
- how to write resume
- how to write incident reports
- how to complete forms
- how to summarize information
- basic goal/purpose of written, visual and oral communication
- the importance of listening skills in communication
- methods of non-verbal communication
- how to give oral/written instructions
- how to follow written instruction
- correct pronunciations and enunciations in oral presentations
- how to use the fax/telephone, advertisements
- how to use graphic pres entation (tables, charts and graphs) in written/oral presentations
- functions of library/documentation center
- how to use catalogues in libraries/documentation center
- how to dictionaries and encyclopedias to access information
- how to use technical handbooks(e.g. National EC Curriculum), directories and maps
- how to use newspapers and periodicals
- different kinds of verbs
- different kinds and functions of phrases and clauses

Skills
The ability to:

- identify types of sentences
- use the correct forms of different kinds of verbs
- identify different kinds and functions of phrases and clauses
- construct simple, compound and complex sentences correctly
- identify and correct sentence faults
- use punctuation, capitalization and abbreviation correctly in written exercises
- interpret the meaning of words from context clues
- spell words correctly
- use words correctly both in speaking and writing
- write paragraphs that are unified, coherent and adequately developed
- write different types of essays
- write business letters and incident report
- summarize information
- discuss how non-verbal communication can be used positively and negatively
- use appropriate tools and devices to communicate effectively in written and verbal mode
- differentiate between facts and opinions
- access relevant information from various information systems
- complete forms

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- a childcare workplace
- access to children's services, resources and equipment
- access to the local environment

(5)   Method of Assessment

In order to ensure consistency in performance it will be necessary to collect evidence across a range of competencies.

Evidence may be collected in a variety of ways including:
- direct observation during oral presentations
- questioning – oral \ written activities
- projects related to use of information systems,
- portfolio with authenticated assessments and/or assignments from relevant training courses

It may be possible to assess more tha n one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

This unit should be assessed on the job and during the training period inc orporating a range of conditions over a number of assessment situations. Assessment may also be done while tasks are undertaken either individually or as part of a team under supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote l evel of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for eval uation

Collect, analyse and organise information	Level 1
Communicate ideas and information	Level 1
Plan and organise activities	Level 1
Work with others and in team	Level 1
Use mathematical ideas and techniques	Level 1
Solve problems	Level 1
Use technology	Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0021A: **Perform interactive workplace communication**

Competency Descriptor: This unit deals with the skills and knowledge required to for effective communication in the early childhood care, education and development service sector

Competency Field: Community Service – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Follow routine instructions and information	1.1	Instructions/information received is acted upon appropriately.
	1.2	Effective questioning is used to elicit information.
	1.3	Critical information is recorded for reference based on institution/s policy.
2 Communicate positively with children	2.1	Appropriate method for welcoming and farewelling children is used.
	2.2	Children are Listened to attentively and responsively to.
	2.3	Conversations with the children explored their interests and concerns.
	2.4	Models positive and respectful communication style.
	2.5	Children's non verbal cues are responded to appropriately.
	2.6	Children's feelings are acknowledged and accepted.
	2.7	Interactions are modified in response to the child's mood.
3. Participate in workgroups and teams	3.1	Allocated tasks are identified.
	3.2	Allocated tasks are completed willingly, without undue delay.
	3.3	Assistance is actively sought from or provided to other team members when difficulties arise.
	3.4	Feedback provided by others in the workgroup is encouraged, acknowledged, and acted upon.
	3.5	Questioning is used to minimise misunderstandings.

		3.6	Signs of potential workplace conflict are identified and conflict avoided wherever possible.
		3.7	Participation in team problem solving is demonstrated.
		3.8	Support is offered and provided to colleagues.
4.	Receive and refer clients (parents/guardians)complaints	4.1	Positive helpful attitude is conveyed to clients when handling complaints.
		4.2	Complaints are handled sensitively, courteously and wit h discretion.
		4.3	Nature of complaint established by active listening and questioning and confirmed with the client.
		4.4	Action is taken to resolve the complaint by referring it to the appropriate person.
		4.5	Opportunities are taken to turn in cidents of client dissatisfaction into a demonstration of high quality service to clients in line with institution's policy.
5.	Apply profession ethics	5.1	Standards of decorum, good manners and social behaviour are maintained according to institution's policy.
		5.2	A competent, professional manner/attitude is projected through non-verbal presentation.
		5.3	Confidentiality and tact is demonstrated.
		5.4	Responsibilities of employer/employee is mutually recognised and carried out.

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:

Legislation, codes and national standards relevant to the workplace may include:

- National Early Childhood Policies and Standards
- Operators Manual,
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child

Communication with children will vary according to the age of the child –

For babies and infants. Some examples are:

- worker responds to non verbal cues and decides whether a response is required
- initiation or reflection of babbling and cooing
- responds to crying in ways that meets the babies/infants need

For toddlers:

- responds to verbal and non verbal communication of the toddler
- spend sufficient time to respond to child's comments

For 3 to 8 year olds:

- conversations during routines and experiences

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for performing interactive workplace communication
- documentation of incidents
- reporting incidents
- referral of clients complaints

Clients may include:

- children birth to 8 years from a range of cultural backgrounds
- physical and mental abilities
- parents, guardians or their representative

Accessibility to children may include:

- proximity to child
- making eye contact
- working at child's level

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively and consistently perform interactive workplace communications according to the sector codes of practice in relation verbal and non-verbal presentation according to the performance criteria and the range statement

(1)   Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently and consistently:

- apply institution's policies and procedures and sector codes of practice in regard to verbal and non-verbal presentation to external and internal client contact in the appropriate context and to the level acceptable by the institution
- participate in a team situation in a courteous helpful manner, to complete allocated tasks willingly, to avoid misunderstandings and conflict where possible
- communicate with supervisors and peers and to seek assistance when necessary
- solve problems with the team
- follow routine instructions, perform tasks according to institution's procedures
- maintain standards of decorum, good manners and social behaviour and to maintain a competent professional manner
- provide a consistently welcoming client environment by treating children, guardian, parents and their representative in a courteous, professional manner
- interpret the nature of client complaints, refer complaints and provide service to clients according to the range of variables

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- institution's policies and procedures in regard to verbal and non-verbal presentation, communication within the team, allocated duties and personal presentation
- the following which aid communication within the team:
  - roles and responsibilities of self, peers and management
  - questioning/listening techniques
  - conflict resolution skills
  - negotiation skills
  - goal setting
- importance of modelling
- importance of listening
- the range of children's feelings and reactions to key events in their lives
- the importance of consistent communication of guidelines for children's behaviour
- organisational standards, policies and procedures
- the following which aid self development:
  - importance of self esteem
  - stress management
  - time management.
- required literacy skills to function
- numeracy skills in regard to workplace functions

Skills
The ability to: (Cont'd)

- consistently apply institution's policies and procedures and regard to verbal and non-verbal presentation
- participate in a team situation in a courteous helpful manner, to complete allocated tasks willingly, to avoid misunderstandings and conflict where possible
- communicate with supervisors and peers and to seek assistance when necessary
- solve problem with the team
- follow routine instructions, perform tasks according to organization proced ures, plan and prioritise tasks
- maintain standards of decorum, good manners and social behav iour and to maintain a competent professional manner
- accurately interpret the nature of client complaints and make referral to the appropriate person
- apply safe work practices and emergency procedures in regard to the provision of services
- apply the following which aid communication within the team:
  - questioning/listening techniques
  - conflict resolution skills
  - negotiation skills
  - goal setting
  - collect and organise information

(4)   Resource Implications

Assessment requires ac cess to a range of opportunities defined in the Range of Variables. This includes access to:

- An Early Childhood service provider workplace
- Children's services resources and equipment
- Access to the local environment

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:
- direct observation
- questioning – oral \ written
- intervi ew – supervisors, peers, children
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same ti me if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

This unit should be assessed either on the job for a range of age groups and a range of conditions over a number of assessment situations. Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILTIY SKILLS

Three levels of performance denote level of competency required to perform a task. These le vels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 1	
Planning and organising activities	Level 1	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0031A: Care for children's physical needs

Competency Descriptor: This unit deals with the skills and knowledge required to caters to the basic physical needs of the child from birth to eight years.

Competency Field: Community Services - Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Contribute to children's personal hygiene	1.1 Areas where children were washed and toileted are hygienically maintained.
	1.2 Toiletries and protective clothing are of appropriate types and are readily accessible.
	1.3 Children's rights to exclusive use of personal hygiene items are consistently ensured.
	1.4 The disposal of waste products and soiled items is carried out in a safe and hygienic manner according to government standards.
	1.5 Routines for the maintenance of children's personal hygiene complemented those provided by parents/guardians.
	1.6 Hygiene maintenance routines are adapted to suit the needs and personal preferences of individual children/families.
	1.7 Methods of skin and hair care are suitable to various skin and hair types and in accordance with parents'/guardians' cultural practices.
	1.8 Personal hygiene routines are consistently used as opportunities for communicating with younger children.
	1.9 Promotion of health and hygiene in older children is enhanced through personal hygiene routines.
	1.10 The timing of and the methods used in toilet training are appropriate and promoted consistency of care.
	1.11 Children's physical comfort is consistently maintained and "accidents" dealt with promptly and in a way that does not undermine the child's self esteem and privacy.
	1.12 Independent self-care skills are encouraged in ways appropriate to the child-rearing practices of the family.

		1.13	Equipment used or assistance given in encouraging independent self-care skills is consistent with the physical abilities of the child.
		1.14	Signs of poor health, abnormality and/or infection are noted and reported to the supervisor.
		1.15	Toys handled and mouthed by children are frequently washed and disinfected.
2.	Respond to illness in a child	2.1	Signs and symptoms, which might indicate illness/emerging chronic conditions are recognised and noted promptly, and the supervisor is informed.
		2.2	The child is made as comfortable and reassured as possible.
		2.3	The child is isolated if necessary/appropriate to protect her/himself and the health of others in accordance with policies of the setting.
		2.4	The child's condition is closely monitored and medical attention sought as appropriate.
		2.5	Parents/guardians are made aware of the child's condition and information con veyed promptly in a calm and reassuring manner.
		2.6	Medication is administered only on the instructions of medical practitioner/parents/guardians and effects monitored and recorded.
		2.7	Records of child's health is maintained accurately, legibly and up-to-date and complied with any regulations or guidance for the setting.
		2.8	Routines and activities adapted as necessary to accommodate the needs of the sick child while reducing the risk of cross-infection.
		2.9	Prompt, comprehensive and accurate Information is passed on to parents/guardians of children recently in contact with a child with a communicable disease.
3.	Provide opportunities for children to rest or sleep	3.1	Periods for rest and/or sleep within the daily routine are adhered to.
		3.2	The environment provided for rest and sleep is maintained satisfactorily to public health and safety requirements.

3.3   Furniture, equipment and bedding used by children are safe in relation to the size and mobility of the individual child.

3.4   Daily routines are organised to give children time to unwind and to attend to their toileting needs prior to periods of rest or sleep.

3.5   Children are made as comfortable as possible and provided with their preferred comfort objects.

3.6   A soothing and reassuring manner is adopted and appropriate methods used to encourage children to rest or sleep.

3.7   Children who were not resting are provided with quiet activities and prevented from disrupting the rest or sleep of others.

3.8   Waking children are treated in a sympathetic and unhurried manner.

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences within work places. The scope of variables chosen for training and assessment requireme nts will depend on the particular work situation.

This unit of competency should be demonstrated in accordance with the:

EC institution's policies and procedures in caring for children's physical needs.

Age range may include:

* birth - 2 years
* 3 years
* 4 and 5 years
* 6 to 8 years

Types of hygiene:

* body elimination
* hand washing
* skin and hair care
* care of teeth

Legist ration, codes and national standards relevant to the workplace may include:

* National Early Childhood Policies and Standards
* Operators Manual,
* National EC Curriculum
* The Early Childhood Commission Act, 2003
* The Child Care and Protection Act 2004
* The Convention on the rights of the child

Types of opportunities may include:

* rest
* sleep
* quiet periods

Types of illnesses may include:

- minor ailments (cuts, bruises and simple discomforts)
- conditions (asthma, epilepsy, fits, sickle cell)
- sudden acute illness
- unconsciousness
- unusual temperatures
- malnutrition

Materials may include:

- germicide
- gloves
- cleaning materials

Differences among children may include:

- gender
- culture
- age
- interests and preferences
- social context and lifestyle
- personality
- length of time attending service/childcare

Personal hygiene items may include:

- rags
- toothbrushes
- combs

Characteristics of children may include:

- children with special needs and those without
- children with communicable disease/contagious conditions and those without
- children who are mobile and those who are not

Appropriateness of toilet training may include:

- relates to the child's level of development
- readiness
- physical abilities

Skills related to physical development may include:

- eye-hand coordination
- dexterity
- fine and gross motor skills
- balance
- locomotion

EVIDENCE GUIDE

Competency is to be demonstrated by effectively caring for children's physical needs in accordance with the performance criteria and the range listed within the range of variables statement.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

(1)   Critical Aspects of Evidence:

Evidence of the following needs to be demonstrated:

- The ability to provide quality physical care for children including ensuring adequate rest and promoting hygienic practices
- The ability to support children's involvement in a range of experiences which encourage independence
- The ability to support children's individuality as they acquire and practice skills

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- state and local Health and Hygiene requirements/regulations and ECI hygiene policies
- the purpose, application and storage of toiletries, cleaning materials and equipment
- the causes of cross infection and procedures to prevent cross infection
- the procedures for dealing with waste products
- the methods of caring for the personal hygiene of young children and how these may vary with family/cultural background, skin and hair types, and across child care settings
- the ways in which toilet training and hygiene routines are said to s hape
- attitudes and behaviour
- signs of poor health, infection, abrasions and other abnormalities including variation from normal stools and urine and their significance
- transmission and prevention of HIV and Hepatitis B vi rus
- good housekeeping, hygienic standards and universal precaution
- government standards and policy
- referral procedures regarding
- health/infection concerns in children
- signs and symptoms of commonly encountered illnesses and methods of dealing with them
- preparation and administration of ORS
- the significance and gravity of symptoms in relation to age/development of children
- awareness of the importance of maintaining records of significant medical conditions and of medication administered
- management of asthma and epilepsy
- procedures for dealing with a child who is unconscious
- the recognition of signs and symptoms in children of varying skin tones
- children's emotional needs when unwell and the effects of illness on subsequent behaviour
- storage requirements and need for proper labelling of medicines
- parents'/guardians' emotional needs and own role: when children are taken ill
- implications of chronic medical conditions for child's care
- when, how and to whom to record and report incidents
- importance of rest/sleep or quiet periods as part of the daily routine and of matching the routines of home and child care setting
- the variation of rest and sleep requirements of children at different ages and of individuals
- how to use space and equipment to promote opportunities for rest and/or sleep
- methods of managing conflict between children in choice of rest or activity
- the variation in approaches to informal/formal bedtimes adopted by families of different backgrounds
- the problems for families when the requirements for a chil d's sleep/rest pattern do not match the family's evening life style

<u>Skill</u>
The ability to:

- maintain areas hygienically where children are washed and toileted
- maintain supply of toiletry requisites and protective clothing
- dispose of waste products and soiled items hygienically
- maintain routines for children's personal hygiene
- perform toilet training
- maintain children's physical comfort
- encourage independent self-care skills
- use techniques for skin and hair care
- use personal hygiene routines to communicate with children
- note and report signs of abnormality and/or infection
- provide individual storage for children's personal hygiene items
- wash and disinfect toys handled and mouthed by infants
- recognise signs and symptoms, which might indicate illness/emergence of chronic condition
- make the child comfortable and isolate as necessary/appropriate
- use a thermometer to measure the child's temperature
- care for a child who develops a fever
- take correct first aid action in cases of diarrhoea and vomiting
- take correct first aid action for asthma and fits to monitor the child's condition
- convey information about the child's condition
- administer medication
- adapt routines and activities
- inform parents/guardians of children recently in contact with a child with a communicable disease
- use records of children' state of health and well being as directed/appropriate
- maintain periods for rest and sleep
- provide environment for rest and sleep
- maintain furniture, equipment and bedding used by sleeping children
- organise routine to give children time to unwind and to attend to their toileting needs
- make children comfortable
- encourage children to rest and sleep
- provide quiet activities for children who are not resting
- deal with waking children with understanding

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range of variables.

This includes access to:

- An Early Childhood service provider workplaces
- Children of different gender, race and culture, age interests and preferences, communication style, abilities, length of time attending service/childcare

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- review of daily plan

- direct observation
- questioning –oral /written
- interview
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting. Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSRCCS0011A: Facilitate play and leisure

Competency Descriptor: This unit deals with the knowledge and skills required to facilitate children's and leisure to enhance their holistic development

Competency Field: Residential – Child Care Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Create an environment to foster play and leisure	1.1 Areas for different kinds of play are created.
	1.2 Resources and materials are changed regularly .
	1.3 The environment provides appropriate experiences to develop children's senses.
	1.4 Sufficient time allowed for play to develop.
	1.5 Time to complete play activities is provided when possible.
	1.6 Resources and materials that facilitate play are made available to children.
	1.7 Resources and materials are arranged to stimulate child's interest.
	1.8 Play activities are developmentally appropriate.
	1.9 Children's individual interests and needs are identified and supported in the provision of materials.
	1.10 Provisions for play reflect the cultural diversity, gender and abilities of children.
	1.11 Opportunities for group and individual play are provided .
	1.12 Children are allowed choice in their play .
2. Actively guide and facilitate children's play and leisure	2.1 Children's efforts are encouraged, acknowledged and praised.
	2.2 Worker follows children's lead in the play.
	2.3 A range of resources and materials are used flexibly so as to prompt extensions of play.

	2.4	Make play material/equipment accessible to children.
	2.5	Worker participates in play activities.
	2.6	Children's imaginative play is encouraged and praised.
3. Actively encourage children to enjoy play and leisure	3.1	Children's reactions to play environment are monitored to ensure each child is not becoming frustrated, or bored.
	3.2	Individual children receive spontaneous responses.
	3.3	Playfulness and playing are modelled to children.
	3.4	Interacts with children with enthusiasm and enjoyment .

RANGE STATEMENTS

The Range statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for traini ng and assessment requirements will depend on the particular work situation.

This unit of competency should be demonstrated in accordance with the following:

Responsibilities of workers may be outlined in the following regulations and guidelines:

- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child
- Professional registration requirements
- Legal precedents
- Service standards
- Mission statements, policies and philosophies of the organization

Leisure is understood to be:

- a special way of doing and feeling
- stimulating, creative, relaxing, playful, refreshing challenging and pleasant
- it balances those things in life that may be boring, onerous, time consuming busy work, expectations, tiring, repetitive, hurried or dutiful

For older children, play and leisure may include:

- sports e.g. races, soccer
- indoor games
- hobbies and interests
- solitary activities
- listening to music
- talking with friends
- going for a walk
- interactions with people from community
- observing
- gardening

Different kinds of play and leisure may include:

- quiet and energetic, boisterous
- functional, constructive, dramatic play
- games and free flowing play
- solitary, parallel and interactive or a mix of these
- cooperative play
- imaginative play

Leisure describes pursuits that are freely chosen and deeply satisfying.

The environment may include:

- the building and grounds where the home is located
- the local area around the home and its resources and characteristics

The creation of areas for different kinds of play and leisure may include areas for:

- quiet play
- constructive play
- noisy play
- sand play, water play
- creative play
- dramatic play
- physical play
- for sports
- for solitary activities
- for music
- for conversations

Ways of facilitating play will be affected by a child's age/stage of development and may include:

For toddlers:

- the day is structured and routines are established
- blocks of time are available for exploring and experimenting with the materials
- caregivers introduce new and different experiences to children
- play is extended by introducing new materials or resources or suggesting alternative ways to use the materials
- caregivers give children time to develop their ideas
- transition from one activity to another is smooth
- worker modelling play and use of equipment
- children are encouraged to pack away materials/resources after use

An environment set up to "invite" children to play and foster play and leisure should:

- appeals to children interest
- provide choices
- be safe, physically and psychologically
- provide challenge appropriate to the children's stage of development

Creating an environment to foster play and leisure may depend on:

- resources available
- age of children
- number of children
- type of home
- environment
- location
- materials available (natural and processed)
- staff
- community background and expectations

For 3 to 5 year old children:

- care giver's interactions provide a positive role model for children
- an environment is maintained that respects individual and group needs
- children are aware of the limits which are applied consistently
- children's feelings are acknowledged and respected by caregivers and children

For babies and infants:

Flexible routines to allow for the needs of individuals to be met .

- Gentle handling, eye contact and appropriate sensory experiences to develop security and trust.
- Safe environment to explore

For 6 to 12 year old children:

- participation with children
- materials are suggested or alternatives uses of equipment/materials are suggested

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

Evidence of the following need to be demonstrated by the ability to :

- guide individual children's play and leisure, giving due regard to child's age, abilities, interests, culture and development
- provide developmentally appropriate materials for play and leisure
- create an environment to foster play and leisure
- facilitate play and leisure in the 'best interest of the child'

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- time management skills
- importance of play and leisure to human development
- types and complexities of play and leisure
- stages of play
- play materials available
- different cultural beliefs about play; areas of play regarded as important and appropriate
- importance of play and leisure for older children and adults - a lifelong concept
- occupational health and safety
- range of leisure interests of children
- cultural beliefs about leisure for children of different ages and adults
- organizational standards, policies and procedures
- anger management
- Early Childhood Commission Act
- Child Care and protection Act
- The Conventions on the Rights of the Child
- Universal Precautions
- First aid

<u>Skill</u>
The ability to:

- arrange equipment, considering safety, movement of children, different ages/ stages of development of children
- adapt environment to encourage different types of play and stages of play
- organise play or leisure experiences for different children according to needs, interests
- manage time
- accept different attitudes of families about play
- apply paediatric first aid
- teach fair play

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Rang e of Variables. This includes:

- a childcare workplace
- access to children's services, resources and equipment
- access to the local environment
- materials and equipment to facilitate play and leisure

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients and situations.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning (oral or written)
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

This unit must be assessed on the job under the normal workplace conditions for a range of age groups, and conditions over a number of assessment situations .

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSRCCS0021A: Apply basic first aid

Competency Descriptor: This unit deals with the skills and knowledge required to identify
the need for and the application of first aid until the arrival of
medically qualified personnel or the evacuation of the patient.

Competency Field: Residential – Child Care Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify the need for first aid	1.1 Initial assessment is made to determine extent and nature of first aid required from personal observation and/or witness reports.
	1.2 Initial assessment is reported to personnel/emergency services in accordance with workplace procedures.
2. Ensure the safety of children and caregiver	2.1 Child is made as comfortable as possible and reassured by word, manner and actions.
	2.2 Hygiene and universal precautions are maintained at all times for the protection of child and caregiver.
	2.3 Hazards to the child and caregiver are identified and appropriate action taken to prevent further injury to either party.
3. Assess children and apply first aid	3.1 Child is assessed against the DRABC (danger, response, airway, breathing, ventilation and circulation) model.
	3.2 Vital signs are measured, recorded and any changes noted and reported as appropriate.
	3.3 Treatment appropriate to the child's injuries is provided in accordance with recognised first aid techniques.
	3.4 First aid equipment is operated/applied in accordance with recognised procedures and standards.
	3.5 Child's condition is monitored and reported as required by workplace procedures, with treatment being modified as appropriate.

		3.6	Treatment is maintained until qualified medical assistants assume responsibility or until the child is transferred to hospital.
		3.7	Additional assistance is provided as requested by medical/emergency services personnel.
		3.8	Details of first aid administered are reported in accordance with workplace procedures.
4.	Complete work procedure after care	4.1	First aid equipment is recovered (if practical), cleaned, inspected/tested, refurbished, replaced and stored as appropriate.
		4.2	Medical waste is disposed of in accordance with workplace requirements.
		4.3	Equipment faults are reported in accordance with workplace procedures.
		4.4	Documentation is completed as required by legislative, regulatory and workplace requirements.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school-shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

First aid is that assistance given to a patient who has suffered an injury or illness in the workplace. It is that assistance which is deemed necessary to attempt to resuscitate, stabilise and/or treat the patient until qualified medical personnel assume responsibility or until the patient is evacuated for appropriate medical treatment.

Work is carried out in accordance with statutory obligations, relevant health regulations and organisation insurance requirements.

Work may be conducted without supervision and guidance.

The following variables may be present for this particular unit.

First aid may include:

- cardio-pulmonary resuscitation (CPR)
- bleeding control
- spinal injury care
- basic patient management
- stabilising fractures

First aid equipment may include:

- first aid kit
- personal protective equipment
- stretcher (may be improvised)
- thermometers
- mouth protective devices

Responsibilities of workers may be outlined in the following regulations and guidelines:

- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child
- Professional registration requirements
- Legal precedents
- Service standards
- Mission statements, policies and philosophies of the organization
- Ministry of Health

Relevant workplace policies and procedures may include:

- risk management policies and procedures
- first aid procedures
- safe manual handling and lifting procedures
- emergency, fire and accident procedures
- materials safety procedures
- personal safety procedures
- procedures for the use of personal protective equipment
- job procedures and work instructions

Work involves:

- assessing situations
- identifying appropriate control measures
- awareness of emergency services responsibilities and responsiveness
- treating injuries
- maintaining equipment

Designated personnel may include:

- supervisors
- managers
- team leaders
- first aid attendants/other medically trained staff
- specified Occupational Health and Safety personnel
- other persons authorised or nominated by the work place to perform, approve, inspect and direct specified work

Personal protective equipment may include:

- safety glasses/goggles
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing
- face masks

Relevant information may include:

- OH&S and environmental requirements relating to hazards in the workplace
- obligations under relevant safety and health regulations
- local medical and emergency services
- provisions relating to roles and responsibilities of health and safety representatives and/or occupational health and safety committees

The provision of first aid and workplace responsibilities is to conform to:

- Occupational Heath and Safety requirements
- material safety management systems
- hazardous substances and dangerous requirements
- safe operating procedures

Emergency services may include support provided by:

- ambulance
- police
- fire personnel and equipment

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1)   Critical Aspects of Evidence

Evidence of the following needs to be demonstrated

- accurately follow workplace procedures for reporting injuries/illnesses and provi ding first aid in the workplace
- identify and respond to injuries/illne sses occurring in the workplace
- apply emergency response first aid
- provide appropriate treatment to and monitor child's condition
- accurately report and document injuries and illnesses and treatment provided

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- workplace procedures and requirements for the treatment of workplace injuries/illnesses
- reporting responsibilities and requirements
- the provision of first aid including:
    - systems of the body (respiratory, skeletal, digestive, circulatory, nervo us, urinary, skin)
    - causes and management of unconsciousness
    - priorities for life support (DRABC model)
    - resuscitation techniques
    - bleeding control and laceration treatment
    - patient assessment
    - principles of initial patient management
    - management and treatment of fractures and soft tissue injuries
    - management and treatment of burns
    - management and treatment of poisoning
    - management and treatment of seizures
    - management and treatment of choking
    - referral systems

Skills
The ability to:

- collect, organise and analyse information related to workplace health and safety systems and procedures and the application of these to work situations
- communicate ideas and information on workplace safety issues including the treating and recording/reporting of workplace incidents/accidents/illnesses and interpersonal communication with casualties
- plan and organise activities including the inspection of first aid support facilities and treatment areas to ensure their completeness, adequacy, equipment and serviceability
- work with others an d in a team to promote an awareness of first aid within the workplace and its provision when required
- use mathematical ideas and techniques to correctly complete measurements and calculations associated with assessment, treatment and monitoring of patient' s condition
- use problem solving skills to assess and determine treatments and priorities in providing first aid to a patient
- use the workplace technology related to the reporting, recording and responding to workplace injuries and illnesses

(4)   Resource Implications

Competency in this unit may be assessed through access to:

- first aid kit, stretchers and medical/first aid facility
- enterprise health and safety policies and procedures
- personal protective equipment
- patients

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation / clinical sites evaluation.
- Oral questioning.
- Practical demonstrations.
- Written test.
- Course work / assignments.
- Performance approval from clinical site supervisor

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant equipment, work instructions, casualties and urgency.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSRCCS0031A: **Support the 'rights' and safety of children within duty care requirements**

Competency Descriptor: This unit applies to those workers who deliver services to children and relates to the safeguarding of children's rights and interests.

Competency Field: Residential – Child Care Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Work ethically	1.1	Work is carried out within the responsibilities outlined in the guidelines of the Child Care and Protection Act 2004.
	1.2	Fair, prompt and consistent performance of duties is demonstrated with all children.
	1.3	Care is taken to behave in a reasonable and careful manner at all times.
	1.4	Knowledge and skill required for work responsibilities are demonstrated.
	1.5	Decisions and actions taken are explained to those to whom the worker is accountable.
2. Identify indicators of abuse and act appropriately	2.1	Information about the child's behaviour is gathered in order to identify uncharacteristic behaviours or other indicators, which may indicate abuse.
	2.2	The circumstances of children who are identified as highly vulnerable to abuse are monitored.
	2.3	Indicators of abuse are identified and reported (oral, then written) to appropriate authorities.
	2.4	Information is provided to support investigations by the appropriate authority.
	2.5	Suspicion of abuse is reported to social worker.
3. Safeguard the rights and interests of children	3.1	The authority of the person collecting children is established.
	3.2	Incidents are responded to immediately so as to safeguard the child's safety.
	3.3	A healthy and safe environment is maintained to minimize potential for harm.

3.4   Supervision is planned to minimize the potential for harm.

3.5   All legislative requirements are met.

RANGE STATEMENTS

The Range statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

This unit of competency should be demonstrated in accordance with the following:

Responsibilities of workers may be outlined in the following regulations and guidelines:

- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child
- Professional registration requirements
- Legal precedents
- Service standards
- Mission statements, policies and philosophies of the organization

Rights of children include:

- freedom from criminal acts
- protection from abuse
- protection of their property
- freedom from discrimination

Planning of supervision may need to consider:

- the number of children
- the activities children are involved in
- the location of the service
- likelihood of unauthorized persons entering home boundaries

Code of ethics may include those of:

- the profession of the worker
- the specific organisation
- an individual person

Incidents that may require response to safeguard the child's safety may include:

- late pick-up of child
- accident/emergency involving parent/s
- intoxicated person picking up child
- person who has restraining order against them arrives to pick up child
- unauthorised person picking up children

The authority of the person collecting children may be established by:

- court orders
- emergency contact forms
- parent's permission notes

Response may include:

- phone emergency contacts e.g. doctors
- contact police/child development agency
- contacting school/ guidance counsellor
- social worker

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

Evidence of the following need to be demonstrated by the ability to:

- actively investigate evidence of a suspected breach of rights and to monitor and address 'at risk' situations according to defined procedures
- apply appropriate work ethics
- identify indicators of abuse and act appropriately
- safeguard the rights and interest of children
- support the rights and safety of children within the best interest of the child

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- understanding of the potential for acquired brain injury in cases of domestic violence
- Child Care and Protection Act 2004 protocols regarding notification of suspected abuse
- legislation relevant to position and service
- relevant home guidelines
- relevant codes of ethics
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- Protection Rights of The Conventions on the Rights of the Child
- signs and symptoms of abuse
- children who are particularly vulnerable to abuse:
  - special needs
  - mental retardation
  - low self esteem
  - economic status
  - social and environmental condition

Skill
The ability to:

- observe children and document findings
- advocate on behalf of children
- prepare report
- negotiate with parties to prevent abuse
- apply active listening skills
- demonstrate understanding of the potential for acquired brain injury in cases of domestic violence
- apply Child Care and Protection Act 2004 protocols regarding notification of suspected abuse
- interpret and apply the Early Childhood Commission Act, 2003
- interpret and apply the Child Care and Protection Act, 2004
- interpret and apply Protection Rights of The Conventions on the Rights of the Child
- identify signs and symptoms of abuse
- identify children who are particularly vulnerable to abuse

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range Statement. This includes:

- a childcare workplace
- access to children's services resources and equipment

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Practical demonstration
- direct observation
- questioning (oral or written)
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

This unit would best be assessed on the job; however, assessment may occur both in the workplace and in off-the-job learning contexts through methods that present workplace practice situations, using case studies, simulations, etc.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0111A: Maintain a child oriented environment

Competency Descriptor:

This unit deals with the knowledge and skills required to adequately support appropriate organization of the learning environment.

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Maintain the physical environment for young children	1.1	Available space that is necessary and appropriate is modified.
	1.2	Available space and equipment are organised to ensure safety and well-being of children.
	1.3	The layout of furniture and equipment facilitates desired outcomes.
	1.4	Entrances and exits are made free from obstruction.
	1.5	Room ventilation and lighting are adjusted to facilitate the comfort of children and adults.
	1.6	Children are encouraged to assume a variety of responsibilities for the environment.
	1.7	Potential barriers to and problems for children with special needs are identified.
	1.8	Adaptations are made as necessary to the environment to enable the participation of all children.
	1.9	Maximum use is made of outside areas for exploration of the natural environment.
	1.10	Changes are made to the layout of the environment to stimulate the interest of children and reflect emerging needs.
	1.11	The environment is set up n a manner which is safe, non-threatening, challenging and stimulating.
	1.12	Facilities for washing and drying are made easily accessible.

		1.13	Materials and equipment are regularly checked to ensure an adequate supply.
		1.14	Stocks are replenished following procedures agreed for the setting.
		1.15	Equipment and materials are labelled to offer ease of identification.
2	Set up displays	2.1	Content and presentation of displays are appropriate for developmental stages of the children.
		2.2	Objects and materials are displayed in ways that promote discussion and learning opportunities for children.
		2.3	Pictures and other visual displays including children's own work are presented in an attractive manner easily seen by children.
		2.4	Visual displays about people actively promote positive images of people of both genders from various cultural and religious groupings, and those with disabilities.
		2.5	Displays are labelled clear, legible and written in a form and language familiar to children.
		2.5	Materials are displayed in an attractive manner and consistent with health and safety.
		2.6	Parents and children are involved as far as possible in the selection and maintenance of materials for displays.
		2.7	The attention of children and parents are drawn to displays in a manner of which encourages them to take pride in children's own work.
		2.8	Children's work is included in displays which reflect the process involved and the children's effort.
		2.9	Displays are changed sufficiently often to sustain the interest of children and parents.
3	Establish and maintain learning centres	3.1	Resources are located to facilitate ease of access and the safety of children and adults.
		3.2	Variety of materials and equipment are provided to provoke children's interest in using each learning centre.

		3.3	Protective coverings for furniture and floor are used to prevent damage while ensuring the safety of children.
		3.4	The quantity of equipment and materials are made sufficient to enable the planned number of children to participate.
		3.5	The hygiene and safety of equipment and materials are checked before use and defective equipment is removed and faults reported to the appropriate person.
		3.6	Children's access to small items are restricted or supervised as consistent with maintaining their safety.
4	Arrange large equipment for physical play activities	4.1	Equipment is regularly checked for safety.
		4.2	Equipment is correctly adjusted where required.
		4.3	Faulty equipment is removed and brought to the attention of the supervisor.
		4.4	Equipment is set up in ways, which made the best use of available space.
		4.5	The number of children using the equipment is restricted as necessary to maintain safety.
		4.6	Adaptations are made to the equipment and its layout to enable the participation of children with physical disabilities where possible.
5	Set out a selection of books to interest children	5.1	Books displayed in a suitable place are easily accessed by children.
		5,2	The area is made attractive and comfortable for children.
		5.3	Books are selected that are of the appropriate type and in sufficient variety.
		5.4	Books are selected that portray positive images of people.
		5.5	Books are selected that enable children to make sense of, and extend their experiences and knowledge.
		5.6	Books are checked for defects before use and repairs are made or books removed as necessary.

6	Clear away and store equipment used for activities	6.1	Equipment and surfaces are restored to a safe, hygienic and usable state.
		6.2	Children are encouraged to participate in clearing away and cleaning consistent with their level of development, health and safety.
		6.3	Equipment storage is made accessible, safe and prevents deterioration.
		6.4	The collection and disposal of waste consumable materials is made consistent with the health and safety requirements of the setting.

RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for maintaining a child oriented environment

Legist ration, codes and national standards relevant to the workplace may include:

- National Early Childhood Policies and Standards
- Operators Manual,
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child
- Ministry of health food handlers permit

Types of equipment/resources may include:

- small scale constructional toys
- large scale constructional toys
- puzzles/shape fitting
- tools/implements
- threading/sewing
- climbing equipment
- moving equipment
- equipment for climbing over/under, in/out, around
- equipment for sliding or bouncing
- consumable materials
- perishable materials
- natural materials
- indigenous/recycled materials
- clothing/costume/accessories

Types of materials may include:

- water
- sand or alternatives
- malleable materials
- paint, crayons etc
- materials for collage and three dimensional modelling
- adapted materials or equipment to enable the participation of children with special needs
- materials for specific theme-led role-play
- non-specific/child-led role-play
- materials for shop corner
- materials for home corner

Age range may include:

- birth to 2 years
- 3 years
- 4 and 5 year
- 6 to 8 years

Location may include:

- indoors
- outdoors

Types of environment may include:

- play areas
- everyday living areas to which children have access
- free spaces
- pre-set spaces with constraints on layout
- adaptable spaces/areas for children with special needs

Types of displays may include:

- items of children's individual work
- co-operative efforts
- thematic displays
- natural materials plants, rocks, shells etc
- recycled and indigenous materials

Desired outcomes may include:

- making appropriate provisions for carrying out activities
- facilitating transitions and maintaining the learning environment

Types of skills may include:

- manipulative
- creative
- communication

Facilities for washing and drying may include:

- wash basin
- drying line and rack
- clothes pegs/pins
- running water

Appropriate encouragement may include:

- avoidance of gender stereotyping
- consideration of health and safety requirements
- providing nurturing environment
- appropriate practices for guiding young children's behaviour, values, attitude

Modification of space may include:

- maintenance of environment suitable to the needs of children
- increase children's sense of physical security

Characteristics of children may include:

- those from dominant cultural group
- those from other cultural groups
- those new to the setting
- those with special needs
- those whose sense of security has been disturbed

Learning centres may includes:

- book/reading corner
- home corner
- table top activities
- shop corner
- health
- art/craft

Age range may include:

- birth to 2 years
- 3 years
- 4 and 5 year
- 6 to 8 years

Types of book selection may include:

- themes
- children's interest
- general information/reference

EVIDENCE GUIDE

Competency is to be demonstrated by effectively maintaining a child oriented environment in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence:

Evidence of the following needs to be demonstrated:

- Maintain occupational health and safety standards
- Establish and maintain learning centres which facilitate active exploration by children
- Provide a safe physical environment for young children
- Know when to replenish learning centres
- Establish and maintain displays which provoke curiosity in children
- Provide a developmentally appropriate set of books and other resources for children
- Safely clear away and store equipment used for activities

(2)   Pre-requisite Relationship of Units

- Nil

(3)   **Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- the difference between fine and gross motor activities
- what creative play is and how it assists learning and development
- the kinds of materials to facilitate creative and manipulative play and their properties
- a selection of special equipment and how to adapt it to children with special needs
- how to sort out material and equipment attractively and to vary its presentation in order to stimulate interest
- the role of manipulative play in children's development (critical thinking, imagination, cause and effect)
- the potential hazards and the safety measures associated with natural and other materials
- which materials are 'natural' and which are 'other' materials
- a range of ways to set out and present materials attractively
- potential uses of equipment and ways of modifying equipment for children with special needs
- the importance of children having opportunities for outdoor play
- the types and uses of equipment in relation to physical activities and development
- the various purposes of each piece of equipment
- how to use space effectively and safely
- the appropriate uses of equipment in relation to ages and stages of development
- how to set up equipment safely and minimise potential risks to children
- what role play is and what it may help to achieve in terms of a child's development, experience and creative potential
- how to set up 'pretend' areas and activities
- how to follow a theme through role play
- the reasons why it is desirable to follow the child's lead and experiences
- how gender and cultural stereotypes may be expressed in children's play and activities and how to cope with them
- how to use equipment and materials to reflect children's own cultural backgrounds and extend their knowledge of other cultural groupings
- where to locate various books including use of libraries available to the child's care/education setting
- a variety of different types of books and their uses e.g. story books, fact books, themes, sensory, picture books etc and other materials
- how to set out books and other materials attractively
- the sequences of child development and the appropriateness of different types of book and other materials to the particular level
- the reasons why it is important to provide a variety of teaching/ learning resources with positive images and which are non-discriminatory
- the importance and use of books in different languages and different illustrative styles
- how to make a comfortable, attractive area for children to use books
- where and how to store equipment safely and securely
- how to encourage children to help in clearing away and the importance of giving them responsibility

Knowledge
Knowledge of: (Cont'd)

- how to make clearing away fun
- the importance of effective labelling, easily accessible storage (at children's level wherever possible), inventories and reporting of stock levels, equipment faults, etc
- routines for ensuring hygiene and maintenance of equipment and storage areas
- which materials are subject to deterioration and how to prevent or delay this
- safety requirements with respect to ventilation, lighting, access, current government regulations and standards
- safety procedures for emergencies including fire
- ways in which the layout of furniture and equipment can encourage or discourage engagement in activities
- different kinds of activity, including individual play, communication in pairs and co-operation in groups
- to increase children's feelings of security, make it physically easier/harder to engage in an activity, and clear up or change activities
- Difficulties experienced by children with physical disability
- Adapting the environment for children with a variety of special of needs
- the benefits to young children in being able participate in decision making
- children's need to explore their environment in safety an security
- principles of display; how to arrange materials to attract children's attention, and facilitate higher thinking process
- a variety of techniques for mounting work and displaying it attractively and appropriately for children
- the names of common plants and materials found in the environment
- how to care for plants
- safety considerations in displaying materials in the setting
- common sources of fear and insecurity, including fear of separation among infants, toddlers, pre-schoolers (this covers simple knowledge of common stages/fears- enough to anticipate/recognise, but nothing more detailed)
- awareness of how emotional attachments, needs and dependencies are formed
- awareness of the fears and insecurity of young children
- ways of reassuring/dealing with fears including use of comfort objects
- health and safety issues in use of comfort objects
- marked differences among children in their need for physical comfort
- a variety of equipment and other materials, typical of a range of cultural backgrounds
- gender influences

Skill
The ability to:

- select activities appropriate to the level of development of the children
- design layout of equipment and materials
- facilitate ease of access and safety of children and adults
- provide a variety of equipment and materials to attract children and encourage choice and experimentation

Skill
The ability to: (Cont'd)

- use protective coverings (for furniture and floor)
- prepare facilities for washing and drying
- use and care for protective clothing
- ensure adequate supplies of materials and equipment are available
- maintain hygiene and safety procedures
- make safety checks and report faults to appropriate person
- carry out regular safety checks and take appropriate action
- layout equipment
- ensure safety is maintained
- make adaptations to equipment to enable participation of children with special needs
- provide and use opportunities for outdoor play
- make layout of equipment safe and easily accessible
- provide adequate supplies of materials to encourage the development of imaginative and spontaneous role-play
- provide appropriate materials/equipment for planned play
- provide materials/equipment that broaden children's awareness of other cultures
- report repair or replacement needs
- display books and other materials appropriately
- make the environment comfortable and attractive
- select a variety of books consistent with the level of children's development
- select books that promote positive images to people
- arrange selection of books that will extend children's experiences and knowledge
- make periodic checks for defects, make repairs and remove if necessary
- maintain equipment in a safe, hygienic and usable state and report major cleaning requirements to appropriate person
- encourage participation of children in clearing away and cleaning up
- maintain availability of adequate supplies of materials/equipment
- maintain proper storage of materials
- report to appropriate person concerning damaged equipment
- modify available space
- arrange layout of furniture and equipment
- ensure the safety and ease of access of children and adults
- adjust ventilation and lighting
- encourage children to assume responsibilities for the environment
- identify potential barriers to and problems for children with special needs
- make adaptations to the environment to enable the participation of children with special needs
- make use of outside areas for exploration of the natural environment
- make changes to the layout
- display objects and materials safely
- present pictures and other visual displays and appropriately
- promote positive images through visual displays about people

Skill
The ability to: (Cont'd)

- label displays and involve children in the selection ad maintenance of materials for display
- draw attention of children and parents to displays
- help children to cope with changes to their normal environment and personnel
- explain unexpected events which affect the children
- personalise items for children's individual use
- use equipment and materials which reflect cultural diversities

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes access to:

- An Early Childhood service provider workplace
- Children's services resources and equipment
- Access to the local environment

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning – oral \ written
- interview – supervisors, peers, children
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations. Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0131A: Deliver quality customer service

Competency Descriptor: This unit covers the skills and knowledge required to identify
                          customers' needs and quality service to customers.

Competency Field: Community Services – Early childhood care development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify customers' needs	1.1 Customers' needs and expectations are clarified and accurately identified using appropriate interpersonal skills.
	1.2 Customers' needs are assessed for urgency to determine priorities for service delivery in accordance with organisational requirements.
	1.3 Customers are provided with information about available choices for meeting their needs and assisted in the selection of preferred options.
	1.4 Limitations in addressing customers' needs are identified and appropriate assistance is sought from designated individuals.
2. Deliver a service to customers	2.1 Service is provided promptly to customers to meet identified needs in accordance with organisational requirements.
	2.2 Appropriate rapport is established and maintained with customers to ensure completion of the delivery of a quality service.
	2.3 Customers' complaints are handled sensitively and courteously in accordance with organisational requirements.
	2.4 Customers with special needs or assistance are responded to in accordance with organisational requirements.
	2.5 Available opportunities are identified and used to promote and enhance services and products to customers.
3. Monitor and report on service delivery	3.1 Customer satisfaction with service delivery is regularly checked in accordance with organisational requirements.
	3.2 Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements.
	3.3 Customer feedback is regularly sought and used to improve the provision of products and services.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Appropriate interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing to check understanding of customer's message
- providing an opportunity for the customer to confirm their request
- seeking feedback from the customer to confirm understanding of needs
- questioning to clarify and confirm the customer's needs
- listening actively to what the customer is communicating

Customer needs and expectations may relate to:

- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing services
- accuracy of information
- fairness/politeness
- prices/value

Designated individuals may include:

- supervisor
- customers
- colleagues

Customers can be:

- internal or external
- regular
- new
- those with special needs

Verifiable evidence may include:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed customers
- service calls
- complaints

Legislation, codes and national standards relevant to the workplace may include:

- National Early Childhood Policies and Standards
- Operators Manual,
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child

Verifiable evidence may include:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed customers
- service calls
- complaints

Customers' complaints may include:

- service errors
- service not delivered on time
- customer satisfaction with service quality

Opportunities for enhancing quality of service may include:

- procedures for delivery of service
- extending timelines
- update of customer service charter

Customers with special needs may include:

- disabilities
- language
- beliefs/values
- religious/spiritual observances
- gender, age
- culture

Organisational requirements may include:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs

- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for services
- pricing policies
- refund policy and procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1)   Critical Aspects of Evidence

- identifying needs and priorities of customers
- distinguishing between different levels of customer satisfaction
- treating customers with courtesy and respect
- identifying and complying with organisational requirements
- responding to and reporting on customer feedback

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the principles of excellent customer service
- Understanding the organisation's business structure, products and services
- Understanding the organisation's policy and procedures for customer service including handling customer complaints.
- Knowledge of service standards and best practice models.
- Understanding the principles of quality assurance.
- Understanding public relations and product promotion.
- Consultation methods, techniques and protocols.
- Techniques for dealing with customers, including customers with special needs

Skills
The ability to:

- use verbal and non-verbal communication effectively
- assess information for relevance and accuracy; source additional information as required
- technology skills including the ability to select and use technology appropriate to a task
- problem solving skills to deal with customer enquiries or complaints
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4)   Resource Implications

Competency in this unit may be assessed through access to:

- an early childhood service provider workplace
- children's services resources and equipment
- access to the local environment

(5)   Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

(6)   Method of Assessment

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

(7)   Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the critical Employability Skill Levels at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skill.

ITICOR0011A: Carry out data entry and retrieval procedures

Competency Descriptor: This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field: Information Technology and Communications - Operations

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
	1.2	The hardware components of the computer and their functions are correctly identified.
	1.3	Equipment is powered up correctly.
	1.4	Access codes are correctly applied.
	1.5	Appropriate software is selected or loaded from the menu.
2. Enter data	2.1	Types of data for entry correctly identified and collected.
	2.2	Input devices selected and used are appropriate for the intended operations.
	2.3	Manipulative procedures of Input device conform to established practices.
	2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	2.5	Computer files are correctly located or new files are created, named and saved.
	2.6	Data is accurately entered in the appropriate files using specified procedure and format.
	2.7	Data entered is validated in accordance with specified procedures.
	2.8	Anomalous results are corrected or reported in accordance with specified procedures.
	2.9	Back-up made in accordance with operating procedures.

3.	Retrieve data	3.1	The identity and source of information is established.
		3.2	Authority to access data is obtained where required.
		3.3	Files and data are correctly located and accessed.
		3.4	Integrity and confidentiality of data are maintained.
		3.5	The relevant reports or information retrieved using approved procedure.
		3.6	Formats to retrieved report or information conform to that required.
		3.7	Copy of the data is printed where required.
4.	Amend data	4.1	Source of data/information for amendment is established.
		4.2	Data to be amended is correctly located within the file.
		4.3	The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
		4.4	The Integrity of data is maintained.
5.	Use document layout and data format facilities	5.1	Requirements for document are verified where necessary.
		5.2	The given format and layout are appropriately applied.
		5.3	Facilities to achieve the desired format and layout are correctly identified, accessed and used.
		5.4	Data manipulating facilities are used correctly.
		5.5	Format reflects accuracy and completeness.
6.	Monitor the operation of equipment	6.1	The system is monitored to ensure correct operation of tasks.
		6.2	Routine system messages are promptly and correctly dealt with.
		6.3	Non-routine messages are promptly referred in accordance with operating requirements.

		6.4	Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported.
		6.5	Output devices and materials are monitored for quality.
7.	Access and transmit information via the Internet	7.1	Access to the Internet is gained in accordance with the provider's operating procedures.
		7.2	Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated.
		7.3	E-Mail is sent and retrieved competently.
8.	Close down computer system	8.1	The correct shut down sequence is followed.
		8.2	Problem with shutting down computer is reported promptly.
		8.3	All safety and protective procedures are observed.
		8.4	The system integrity and security are preserved.
9.	Maintain computer equipment	9.1	Cleaning materials and/or solutions used meet specified recommendation.
		9.2	The equipment is cleaned as directed.
		9.3	Wear and faults identified are promptly reported to the appropriate personnel.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Equipment:

- install supplied computer
- install supplied peripherals

Work environment:

- equipment
- furniture
- cabling
- power supply

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Software systems to include for:

- word processing
- spread sheet
- internet access

Files save on:

- network
- magnetic media
- personal PC

Data:

- textual
- numerical
- graphical

File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

Maintenance:

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

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieva l operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement .

(1)   Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of information
- functions on the internet

Skills
The ability to:

- identify computer hardware
- manipulate data input de vices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

(4)   Resource Implications

Files saved on network, magnetic media, per sonal Computer

Input devices: Keyboard, mouse, other selection devices

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria .

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstrati on either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices .

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0022A: **Promote children's sensory and motor development**

Competency Descriptor: This unit provides the knowledge and skills required to promote children's sensory and development.

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Help children to develop awareness and understanding of sensory experiences	1.1	Stimulating sensory experiences appropriate to children's level of development are provided through planned activities.
	1.2	Unexpected opportunities are used to promote children's awareness of their senses and to discriminate between sensations and feelings.
	1.3	Activities are consistent while maintaining a healthy and safe environment for all children.
	1.4	Distractions to children's involvement in sensory experiences are kept to a minimum.
	1.5	Terms are introduced to help children name and articulate their sensory experiences and feelings and are used in appropriate contexts.
	1.6	Adequate spaces are provided to enable mobility and stimulation opportunities to take place on the floor on soft covers.
	1.7	Activities are adapted to enable the participation of children with sensory impairment.
	1.8	Children are encouraged to describe and share their sensory experiences and feelings in ways, that extend their understanding and reasoning.
	1.9	Positive acceptance of people with sensory impairment is promoted.
2. Help children to develop confidence in movement	2.1	A variety of movements is provided to enable children to extend their experiences.
	2.2	The language and non-verbal communication used is appropriate to developing children's vocabulary and an awareness of their bodies and their feelings.

		2.3	Children are encouraged and praised in practising new movement skills to allow them to progress confidently and safely while maintaining their self-reliance.
		2.4	Appropriate apparatus is provided to encourage children to move in an expressive and rhythmical way and to explore their use of space and movement.
		2.5	The participation of all children in movement is enabled through activities that avoid as sumptions based on stereotypes of gender, ability or culture.
3.	Help children to develop motor skills	3.1	Provisions are made for children to develop and practise their skills appropriate to their level of development, abilities and safety.
		3.2	Activities and equipment are adapted to enables the participation of children with special needs while encouraging their independence.
		3.3	Activities and equipment are adapted to increase the potential for developing varying motor skills in activities and play.
		3.4	Activities are structured and equipment arranged in ways, which promote co-operation among children.
		3.5	Help and encouragement are given to children ensuring safety while allowing them sufficient independence to experience a sense of achievement.
		3.6	Opportunities arising out of spontaneous play activities are used to enable children to further develop their motor skills.
		3.7	Opportunities are given to children to practise motor skills which enable them to develop at a rate appropriate to their individual ability.
		3.8	Equipment selected is suitable to the size and level of development of the infants.
		3.9	Appropriate methods and techniques are used to promote the development of infants hand / eye coordination.

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation. Competent performance of the criteria must be demonstrated in the following:

Legislation, codes and national standards relevant to the workplace may include:

- National Early Childhood Policies and Standards
- Operators Manual
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Chil d

Age band:

- birth to 2 years
- 3 years
- 4 years
- 5 years
- 6 – 8 years

Sensory experiences include:

- using sight
- hearing
- touch
- smell
- taste

Interventions include:

- praise, commentary
- listening to children
- assisting children
- encouraging children to participate in activities

Types of motor skills:

- gross
- fine

Characteristics of children:

- children with sensory impairment of different types and those without
- children who lack confidence in movement and those who do not
- children who have difficulty with motor skills including children with special needs and those who do not

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for promoting children's sensory and motor development

Types of environment:

- indoors
- outdoors
- constructed
- natural

Group size:

- one to one
- small group
- large group

Equipment include:

- audio
- tactile and visual

Opportunities to develop physical fitness skills may include:

- active games
- sports
- exercises
- setting up venue/environment
- range of environments and equipment
- socio dramatic play
- play with construction materials
- art activities

Physical skills may include:

- skills in motor areas - fine and gross motor
- dexterity
- eye - hand coordination
- balance
- locomotion
- coordination

Types of equipment for gross motor skill may include:

- large equipment (climbing bars; slides; swings; small gym equipment; gym mats; soft floor equipment) small equipment; fixed equipment; moveable equipment; without equipment
- adapted equipment; soft and hard objects; safety equipment (guards; rails); small sized gym equipment; wheeled toys

- For 3 to 5 years old:

- opportunities to develop fine motor skills such as puzzles
- peg boards
- beads to string
- construction sets, crayons, brushes
- scissors
- opportunities to practice large muscle skills such as running
- jumping
- catching a ball et c

Opportunities to develop relevant physical skills will vary according to the age/ability

of the child -
- for infants:
- equipment and toys such as cradle toy s, objects to explore by mouth
- swinging toys
- rattles
- toys to poke
- squeeze and push along

For toddlers:

- opportunities provided to practice new skills of walking
- climbing
- balancing and pushing and pulling wheeled toys

Tools and materials for fine motor may include:

- skill beads
- play dough
- lace
- crayon
- puzzles

Provisions include:

- activities
- equipment
- objects
- tools

EVIDENCE GUIDE

Competency is to be demonstrated by effectively promoting children's sensory and motor development in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence:

Evidence of the following needs to be demonstrated by:

- the ability to engage children in a range of developmental opportunities which are matched to their developmental stage and specific needs
- the ability to help children develop awareness and understanding of sensory experiences
- the ability to help children develop confidence in movement
- the ability to help children develop motor skills

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- the sequence and processes of sensory development
- what sensory experiences are, their value and how to provide appropriate sensory experiences
- the concept of sensory impairment, its practical implications for children and for workers promoting their development
- when and how children might be referred for assessment of sensory functions
- how to provide a safe and stimulating environment to encourage children's sensory development and creative play
- a variety of appropriate materials and equipment to encourage children's sensory development
- how to communicate verbally and non-verbally to encourage children's vocabulary about movement and spatial awareness
- how to show approval for children's efforts
- appropriate activities and equipment and their potential in exploring movement with children
- the uses, safety factors and age appropriateness of a range of apparatus and its potential in helping children to develop motor skills
- a range of age appropriate activities and games which may be used in helping children to develop motor skills
- the relationship between apparatus/activities/games and the specific physical skills they may help to develop
- a range of strategies to encourage the participation of all children in activities which will help to develop motor skills
- adaptations to standard equipment for use by children with difficulties/special needs
- the potential of standard and adapted toys for use by children with special needs, e.g. mobility problems
- the potential for physical development in such activities as swimming
- opportunities for the development of motor skills which occur incidentally and how to use them as they occur

Knowledge
Knowledge of: (Cont'd)

- how to extend children's understanding of the activities they are involved in
- how to recognise variations from developmental norms and use referral processes
- the importance of hand-eye co-ordination and manipulative skills in the development of
- educational skills such as writing
- reflex actions
- a range of tools, implements, materials and activities useful in the development of manipulative
- skills and the rationale behind their use
- the contribution that the use of free, creative activities makes to the development of children's fine motor skills
- movement and music are very effective learning medium
- how physical activity contribute early development of the brain
- Theorist – Jean Piaget (1896-1980) Sensorimotor Stage

Skill
The ability to:

- plan sensory stimulation activities
- use moments of incidental opportunities to promote awareness and discrimination
- maintain health and safety in sensory activities
- minimise distractions for children's involvement
- assist children to articulate and reflect on experiences
- use praise and commentary with children
- listen and offer assistance to children
- adapt activities for children with sensory impairment
- encourage children to describe and share their sensory experiences
- assist children through discussion to accept persons with sensory impairment
- provide opportunities for children to experiment
- use language and non verbal communication to express different movements
- encourage and praise children practising new movement skills
- use audio, tactile and visual aids to encourage children
- encourage participation of all children
- use activities, equipment, objects and tools for children to practice and develop their skills
- adapt activities and equipment for participation by children with special needs
- discuss potential for developing motor skills
- structure activities and utilise equipment and space effectively to enhance mobility
- help and encourage children to develop motor skills
- ensure safety while encouraging independence
- create opportunities for further development
- create opportunities, acknowledge and clarify infant utterance
- select age appropriate activities, materials and equipment

(4)   Resource Implications

Competency in this unit may be assessed through access to:

- An Early Childhood service provider workplace
- Children's services resources and equipment
- Access to the local environment

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning – oral/written
- portfolio of authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer
- case study / presentation – group / individual

It may be possible to assess more tha n one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Competency may be assessed in the workplace. Assessment should be whi le tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualific ations Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use th e Critical Employability Skills.

CSEECD0032A: Facilitate children's language and cognitive development

Competency Descriptor: This unit provides the skills and knowledge required to facilitate the language and cognitive development of children from birth to eight (8) years

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Help children to develop their attention span and memory	1.1 Activities are provided that engaged the children's attention and are appropriate to the children's level of development.
	1.2 Activities are kept within children's attention span.
	1.3 Children's concentration and involvement in developmental activities are enhanced by minimising distractions.
	1.4 Opportunities are provided for children to recall and describe persons, things, feelings and events, which helped to reinforce concepts.
	1.5 Games and stories are used to encourage children's enjoyment and participation in listening and recalling.
	1.6 Relevant and necessary techniques are used to prompt or structure recall activities.
	1.7 Intervened appropriately to maintain and extend children's attention and encouraged perseverance on goal-oriented tasks.
2. Help children to understand basic concepts	2.1 Activities and experiences provided are appropriate to the children's level of development.
	2.2 Planned activities and experiences are adapted in a manner, which enabled the participation of children with special needs.
	2.3 Unplanned opportunities are effectively used to extend understanding of basic concepts.
	2.4 Enough time is allotted for children to participate in or complete activities.
	2.5 Basic concepts are introduced appropriately in relevant and meaningful contexts.

		2.6	Explanations offered are clear and accurate and in language appropriate to the children's level of understanding.

2.7   Appropriate praise, commentary and assistance are offere d to facilitate children's understanding of concepts.

2.8   Opportunity is offered to children to express their concept of feelings and appropriate reactions.

2.9   Children are encouraged to describe demonstrate and discuss their experiences in ways, wh ich are likely to consolidate and extend their conceptual understanding.

2.10   Children's concentration and involvement in learning activities are ensured by keeping distractions to a minimum.

3.   Stimulate children's use and understanding of language

3.1   Developmentally relevant opportunities are provided for children to listen to language.

3.2   Language is linked to all activities, routines, and directions.

3.3   Opportunities are created for group discussions and exchange of views between children.

3.4   Language materials that captured the children's attention and stimulated a response are designed as an integral part of the physical environment.

3.5   Children are spoken to clearly and frequently in a language that was appropriate to their age .

3.6   Time is taken-out to listen and respond to children.

3.7   Children are encouraged to express their thoughts, feelings and words by the use of open -ended questions.

3.8   Two-way communication is modelled and encouraged.

3.9   Children's expressions are repeated and expanded in a natural style of conversation.

4.   Assist children to develop thinking and problem solving skills

4.1   Varied opportunities and resources, which are appropriately challenging to the child's stage of development and i nterests, are provided.

4.2   Opportunities for children to make choices and see/experience the consequences of choices are provided.

4.3   Opportunity is provided to express feelings and to make choices in response to emotions and feelings.

		4.3	Children are encouraged to explore, understand and attempt to solve problems in their environment.
		4.4	Children's questions are addressed in a manner, which maintained their interest in solving the problem.
		4.5	New ideas/activities that built on existing knowledge, skills and interests are introduced.
		4.6	Children's abilities to observe what is happening around them are developed by questioning and non-verbal communication.
5.	Stimulate children's awareness	5.1	The environment is arranged to provide a variety of experiences to develop children's creativity, imagination and self-expression.
		5.2	Activities and resources are provided, which enhanced the children's awareness of the range of movements of their own body.
		5.3	Materials and experiences that stimulate different senses, emotions and feelings are provided.
		5.4	Children's enthusiasm are acknowledged and encouraged.
6.	Helped children to express their imagination and creativity	6.1	Activities and experiences, which are appropriate to the children's level of development, are provided.
		6.2	Activities and experiences, which enabled the participation of children with special needs, are planned.
		6.3	Activities that encourage children to explore a variety of roles, cultures and methods of self-expression are planned.
		6.4	Spontaneous opportunities are used to help children express their imagination and creativity.
		6.5	Enabled children to experience some success in achieving their imaginative and creative goals with minimal adult intervention.
		6.6	Enough time is allotted for each child to participate in or complete activities to his/her own satisfaction.
		6.7	Children's involvement in and enjoyment of imaginative and creative activities are ensured by keeping distractions to a minimum.
		6.8	Appropriate terms are introduced to help children name and describe aspects of their creative and imaginative experiences in relevant and meaningful contexts.

		6.9	Appropriate terms are introduced to express their emotions and feelings.
		6.10	Appropriate praise, commentary and assistance are offered to maintain children's interest.
		6.11	Children are encouraged to describe and share their imaginative and creative ideas and experiences in ways, which are likely to increase their self-confidence.
		6.12	The importance of the process rather than the end product is stressed at all times.
7.	Assess the language the development of children and plan strategies for further development	7.1	Children 'at risk' are identified and their language development is monitored
		7.2	Children's individual language and communication abilities and needs are assessed.
		7.3	Children's language development is assessed against the standard appropriate for their age.
		7.4	Language and communication development strategies are developed based on children's needs.
		7.5	Assessment result is discussed with supervisor and parents on a timely basis and a plan is developed in consultation with them.
		7.6	Recommended plan is followed.
		7.7	Children's progress is monitored and relevant feedback is provided.

RANGE STATEMENT

The Range statement provides details of the scope of the elements and performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge an d requirements.

The Range of variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Legislation, codes and national standards relevant to the workplace may include:

- National Early Childhood Policies and Standards
- Operators Manual,
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for facilitating children's language and cognitive development

Opportunities for children to develop cognitively will vary according to the child's age/abilities

For babies and infants (birth – 1yr):

- responses of caregivers are prompt and consistent
- routines to provide sensory experiences are used
- toys that stimulate all the senses are available for touching, looking, listening, smelling and tasting
- opportunities to perceive similarities and differences are provided

For toddlers (1yr – 3yrs):

- equipment is provided to explore the concepts of size, shape, number, volume, weight, temperature, time and all senses
- songs, rhymes and stories are provided to aid in the development of memory
- there are opportunities to help with household duties and explore built and natural environment

Opportunities to explore their local environment directly will differ and may include:

- distance, proximity of new experience
- risks and hazards
- time available

Types of attention may include:

- attention/concentration in relation to receptive activities
- attention/concentration on productive activities listening

For 3 to 5 year old children:

- Time is allowed for children to explore
- Opportunities are provided to interact with real people and objects to gain an understanding of themselves, others and the world around them
- A variety of materials and resources is pr ovided
- Children are alerted to aspects of the environment they may have overlooked
- Children's reasoning is responded to respectfully

Modes of expression:

- role/fantasy play
- stories/written work
- dance and drama;
- creative art/craft activities;
- music/ rhythmical activities

Interventions may include:

- praise
- commentary
- assistance

Basic concepts may include:

- mathematical; physical/scientific
- positional/relational
- simple moral; time

Aspects of memory may include:

- observation
- recall,
- listen
- repeat
- manipulation
- pay attention
- listening

Group size may include:

- one to one;
- small group;
- large group
- individual

Opportunities to develop problem-solving skills will vary according to the age of the child –

For babies and infants:

- Opportunities to explore cause and effect are provided, soft toys, mobiles, rattles

For toddlers (1 – 3yrs):

- Equipment such as spades, spoons, buckets and baskets are provided to explore the environment

For 3 to 5 year olds:

- Time is made available for children to investigate a topic that interests them, for example, how a fire truck works

Characteristics of children may include:

- children who show poor concentration; children who have difficulty with aspects of memory; children whose memory and concentration are average or above
- children with sensory impairment of different types and those without; children who have difficulty grasping basic concepts and those who do not
- children with physical or sensory impairment of different types and those without; children who are cautious and over controlled
- children who are bold and confident in expressing themselves
- children who have difficulties listening

Techniques of representation:

- assistance to children to identify materials needed and to make representations;
- reading stories written by children out loud to encourage understanding of the link between spoken and the written word
- sharing books, stories and rhymes
- appropriate reading style;
- encouragement and sharing stories;
- use of higher order questions, conjecture, generalisation,
- interpretation and prediction;
- positive response; appropriate handling of disruptive behaviour

Techniques for group communication may include:

- lay out; scheduling and selection; encouragement of participation by shy, withdrawn children and those with communication difficulties;
- understanding importance of turns and attentiveness;
- reinforcement of efforts to communicate in a group;
- encouragement of constructive communication and response;
- response to language interaction initiated by children

Practitioners intervention should include:

- positive handling of materials
- enjoyment in presentation
- use of correct clear speech
- frequent interactions
- use of open-ended questions
- praise, commentary, assistance
- offering explanations in appropriate language to children
- encouraging children to express themselves in ways likely to consolidate and extend conceptual understanding

Children's skills include:

- attentiveness and recall
- basic concept development
- expression of imagination
- creativity

Literature experiences for children may include

- story telling
- story reading
- rhymes and poetry
- pictures
- a range of electronic media
- puppetry and feltboard
- listening experiences
- planned discussion groups
- language extension experiences

EC Practitioner should demonstrate:

- the capacity to communicate respect, love and warmth directly to children;
- the ability to show consideration for the feelings, desires and interests of children;
- the capacity to convey to children both acceptance of and interest in their culture, family and community;
- knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate team members

Techniques:

- taking turn
- eye contact maintained; reciprocity in communication
- labelling, naming and explaining items and events
- introduction of new words; restating,
- clarifying and repeating intended meanings
- use of open ended questions
- use of personal knowledge
- home language, dialects and culture

Provision of books, stories and rhymes may include:

- selection of appropriate stories
- guidance on handling and storage of materials
- provision of quantity and variety relevant stories
- humorous stories

EVIDENCE GUIDE

Competency is to be demonstrated by effectively facilitating children's language and cognitive development in accordance with the performance criteria and the range listed within the ran ge of variables statement.

(1)   Critical Aspects and Evidence

Evidence of the following needs to be demonstrated:

- ability to provide opportunities for children to think and solve problems, which are developmentally and culturally, appropriate
- ability to stimulate language development taking into account special language needs
- ability to develop strategies to access s pecialist language services
- the provision of appropriate literature experiences for children
- the provision of appropriate opportunities for children to explore their world and the environment
- the provision of activities for children to develop cognitively a nd extend their knowledge
- the provision of activities that facilitate children's interacting with each other
- the provision of appropriate books in the reading centre

(2)   Pre-requisite Relationship of Units

- Nil

(2)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- piaget's cognitive development theory
- vygotsky's sociocultural cognitive theory
- problem solving processes and tools
- peer group interactions
- child's family and community context and influences
- organisational standards, policies and procedures
- the sequence and processes of intellectual development between 1 year to 8 years inclusive
- a variety of appropriate experiences designed to promote intellectual
- development, their potential value and how to provide them
- how to extend experience and learning through awareness of an individual child or group of children's broad level of development
- the role that attention and memory play in learning
- the needs of individual children in the group and the possible reasons for low concentration and attention (including Attention Deficiency Disorder, ADD)
- how to provide appropriate experiences to extend memory and recall
- the limitations of memory and concentration in young children, and factors affecting this
- the types of concepts in the range and why some may be difficult for children to understand
- the usual sequence of intellectual and language development and how this is linked to the acquisition of basic concepts

Knowledge
Knowledge of: (Cont'd)

- how children learn/acquire basic concepts and how their understanding of concepts may change over time
- how observation, discovery and exploratory learning can be used in developing children's understanding of the natural and phy sical world
- the role of play in conceptual development
- the role and value of self expression and creativity in children's sensory and intellectual development
- why some children have difficulty or are reluctant to partici pate in imaginative and creative activities and ways of encouraging children to express themselves freely
- the importance of creating and safe and stimulating environment where children can express themselves freely
- the sorts of materials and equipment whic h may help children to express creativity and imagination and the rationale behind their use
- the role of fantasy and imaginative play in children's sensory and intellectual development
- the relative significance of process and product in children's creativi ty
- ways of supporting children's spontaneous imaginative play
- when and how sensitive adult intervention is needed to help extend and develop children's imaginative play and awareness of the disruptive potential of such intervention
- how children's expression can be constrained or conditioned by gender or other stereotypical roles and how to counteract this
- how to adapt equipment and activities as necessary to ma ke it easier for children with special needs to express their creativity and imagination
- appropriate uses of questioning technique

Skills
The ability to:

- plan developmentally appropriate activities
- apply problem solving processes and tools or strategies to facilitate children's problem solving
- provide activities for children
- determine the length of time for activities for children
- use games or stories which are fun
- protect children's concentration and involvement in development activities
- share information and planning with children
- encourage recall of persons, things and events
- offer praise, commentary and assistance to children
- provide planned activities and experiences
- time the provision of activities and experiences
- make use of spontaneous opportunities
- allot time for activities for children
- protect concentration and involvement in development ac tivities
- introduce appropriate terms
- offer explanations
- encourage children to descri be current and past experiences
- use appropriate questioning technique
- encourage children to explore a variety of roles, cultures and methods of self expression

Skills
The ability to: (Cont'd)

- minimise adult intervention in children's imaginative and creative activities
- protect children's involvement in and enjoyment of activities
- encourage children to describe and share imaginative and creative ideas
- stress the importance of process
- time the provision of activities and experiences
- make use of spontaneous opportunities
- allot time for activities for children
- protect concentration and involvement in development activities
- introduce appropriate terms
- offer explanations
- encourage children to describe current and past experiences
- use appropriate questioning technique
- encourage children to explore a variety of roles, cultures and methods of self expression
- minimise adult intervention in children's imaginative and creative activi ties
- protect children's involvement in and enjoyment of activities
- encourage children to describe and share imaginative and creative ideas
- stress the importance of process

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes access to:

- An Early Childhood service provider workplace
- Children's services resources and equipment
- Access to the local environment
- National Early Childhood Curriculum

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:
- review of daily plans
- direct observation
- questioning – oral \ written
- interview – supervisors, peers, children
- portfolio of authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSRCCS0012A   Prepare nutritionally balanced meals for children

Competency Descriptor: This unit deals with the skills and knowledge required to prepare nutritionally balanced food for children and applying basic food handling practices including personal hygiene.

Competency Field: Residential – Child care services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Prepare meals for children	1.1	Food and drinks prepared for children met nutritional requirements.
	1.2	Type of food prepared is in accordance with children's cultural and religious practices .
	1.3	Hygiene and safety standards are according to the Public Health Requirements.
	1.4	Involvement of children in the preparation and serving of food safe is developmentally appropriate to the children .
2. Serve meals to children	2.1	Food and drinks are served at an appropriate temperature and consistency.
	2.2	Food and drinks are presented in ways that were attractive and appetising to the children .
	2.3	Eating and drinking aids provided are appropriate to children's level of development.
	2.4	Assistance given in the use of eating and drinking aids was consistent with the promotion of self-reliance.
	2.5	Eating environment is kept in a way that ensures the physical comfort of children.
	2.6	Children's enjoyment and development of language and social skills are promoted through social interaction at meal times.
	2.7	Children are given assistance to complete meals where necessary.

	2.8	Children's nutritional and/or health needs are catered to and calorie intake sufficient for their needs .
	2.9	Food and drink preferences are accommodated.
3. Maintain food safety while carrying out food handling activities	3.1	Food handling is carried out according to Public Health requirements.
	3.2	Preparation area is maintained according to food preparation and child care services requirements
	3.3	Health conditions and/or illnesses that may impact on safe and healthy food handling are addressed.
	3.4	Clothing worn is appropriate for the food -handling task.

RANGE STATEMENT

The Range statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

This unit of competency should be demonstrated in accordance with the following:

Legislation, codes and national standards relevant to the workplace may include:

- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child
- Public Health Act

Age band may include:

- Birth – 1 year
- 2-3 years
- 4-12 years
- 13-18 years

Menu may include:

- breakfast
- lunch
- dinner
- snacks

Planning for nutritional needs will include:

- variety of food
- balanced diet
- stages of development

Eating and drinking aids include:

- spoons
- forks
- drinking straws
- specially designed cups and utensils

Health needs of children to be considered may include:

- medical advice and diet
- allergies to certain foods

Appetising food may consider:

- colour
- shape
- texture
- variety
- amount
- size
- presentation

Food and drink preferences will vary according to:

- age
- culture
- dietary requirements
- religion
- family patterns
- individual tastes
- time of the day

Cultural requirements and preferences about food may include:

- religious observations
- meal patterns
- foods
- hot or cold meals
- spices and flavourings used
- inclusion of sweets

Physical facilities should take into consideration:

- food preparation area being inaccessible to children
- protective screens to doors and windows
- washable food preparation area
- chairs, tables, and eating utensils suitable for size and developmental stage of children

EVIDENCE GUIDE

The Evidence Guide identifi es the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit.

The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

(1)   Critical Aspects and Evidence

- ability to prepare food which is nutritious and suitable for children's age and stage of development
- ability to provide a balanced diets
- ability to prepare and present food in accordance with safe food handling procedures
- ability to provide food and milk for babies at the required temperature:
- ability to test temperature of food and drink before serving

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- communication (oral and written)
- the nutritional value of common food and drinks
- what constitutes a balanced diet
- the nutritional value in relation to size of portions and methods of preparation
- ways of presenting food and drink that are attractive to children and easy to manage
- health and safety requirements in relation to food preparation and storage
- common dietary requirements associated with religious and cultural practices
- the importance of valuing and introducing to children cultural and variations in types of food
- methods of preparation, utensils and eating habits
- the role of meal time interaction in children's social and cultural life and in shaping attitudes and behaviour
- the variety of food preferences and eating habits children may have at the various developmental stages
- common food allergies and implications for diets
- effects of illness and emotional disturbance on appetite
- nutritional needs of children
- food groups
- Impact of food additives
- fat contents of foods
- fiber content of different foods
- dietary requirements for infants
- cultural practices and beliefs about food provision
- impact of foods and drinks on dental health
- storage of food
- food preparation and cooking methods
- organisational standards, policies and procedures
- menu planning
- food poisoning
- types
- causes
- prevention methods

Skills
The ability to:

- cook and prepare simple foods suitable for children and babies
- apply safe food handling procedures
- plan simple menu
- negotiate children's food preferences and portion size
- provide and assist children in adapting to cutlery or other eating and drinking aids
- assist children to adapt to the eating environment
- facilitate the participation of children and adults in social interaction at meal times
- manage time
- involve children in the preparation and serving of food
- communicate effectively
- calculate weighs and proportions

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range of Variables. T his includes:

- a well-equipped kitchen
- food supplies
- eating and drinking aids and utensils

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a rang e of clients.

Evidence may be collected in a variety of ways including:

- Practical Demonstration
- Workplace documents
- Direct observation
- Oral questioning
- Written test
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0052A: Foster and enhance children's social development

Competency Descriptor: This unit deals with the skills and knowledge required to foster and enhance children's social development, in early childhood institutions.

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1 Provide experiences for children to support and cooperate with each other	1.1	Children are encouraged to respect each other's needs, abilities and interests.
	1.2	Children are encouraged to regard differences positively and to discuss these differences.
	1.3	Support is given to children who have difficulty in interacting with others.
	1.4	Children are encouraged to establish and maintain friendships and group membership.
	1.5	Appropriate, supportive and effective communication between children is acknowledged and encouraged.
2 Provide opportunities for social interaction	2.1	Opportunities for different forms of social interaction between children are planned with respect for each child's needs, interests and stage of development.
	2.2	Children are encouraged to initiate and develop contact, as appropriate.
	2.3	The environment is set up to encourage interaction through play.
	2.4	The environment is set up to accommodate a child's need for privacy, solitude and/or quiet.
	2.5	Special occasions are celebrated recognising cultural diversity.
	2.6	Children's choice to watch and observe is respected.
	2.7	Experiences and equipment are structured in a way, which promotes cooperation and resolution of conflicts.
	2.8	Children's own grouping choice is fostered and respected.

		2.9	Practitioners talk about children and to children as group members as well as individuals.
		2.10	Attention is given to children as a group well as individual.
3	Develop and promote positive interaction between children	3.1	Children are encouraged to initiate and develop contact with others, as appropriate.
		3.2	A child's need for privacy or solitude is recognised and supported.
		3.3	Advice on social interactions is provided when requested by children.
		3.4	Experiences and equipment are structured in ways which promote cooperation and resolution of conflicts.
		3.5	Support is given to children who have difficulty in interacting with others to establish and maintain friendships and group membership.
		3.6	Appropriate and effective communication between children is acknowledged and encouraged.
4	Encourage children to accept diversity	4.1	Children are encouraged to regard differences positively and to discuss these differences.
		4.2	Children are encouraged to notice similarities and to comment on them.
		4.3	Children are encouraged to interact in a positive way with children whom they consider different.
		4.4	Children are assisted to find ways to do things with a range of children.
		4.5	Basic problem solving is negotiated between children and groups of children in conflict.

RANGE STATEMENT

The Range Statement explains the scope and context of the unit o f competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

Interaction may be with:

- children of same age
- children of different ages
- adults

Location may include:

- Indoors
- outdoors

Opportunities for social interaction may include:

- formally organized activities
- a time and space for unplanned interaction
- meetings, traveling, talking, excursions
- listening and responding
- during care routines
- free play activities
- socio dramatic play
- creative arts activities

Characteristics of children may include:

- those with special needs (Sickle cell disease, abuse, HIV/AIDS, etc.)
- children of differing cultural backgrounds, children who have difficulty with self-image and identity

For 6 to 8 years

- Create opportunities for peer group interaction
- Assist children to develop trusting relationships with adults/workers
- Encourage children to establish and maintain friendships and groups

Diversity among children may include differences due to:

- gender
- race, culture and religious beliefs
- age/maturity
- abilities
- interests and preferences
- social context and lifestyle
- socio economic factors

The acceptance of differences among children will be affected by:

- children's age/maturity
- capabilities
- children's family, school, peer group, attitudes and beliefs
- life experiences
- prior learning experiences

Legislation, codes and national standards relevant to the workplace may include:

- National Early Childhood Policies and Standards
- Operators Manual,
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for fostering and enhancing children's social development

Age range may include:

- birth to 2 years
- 3 years
- 4 to 5 years
- 6 to 8 years

Special occasions may include:

- birthdays
- festivals
- celebration of achievements
- religious occasions – Christmas, Easter
- community events
- culturally significant days
- beginning and end of term and holidays

For 3 to 5 years old children:

- create opportunities for children to work together in small and large groups
- provide culturally appropriate materials for children to use creatively and for role play
- give support to children who find it difficult to play in a group

Individual differences may include:

- Age
- Gender
- Family background and lifestyle
- Abilities and disabilities
- Style of social interaction
- Appearance
- Cultural beliefs and practices
- Temperament
- Interests
- Peer group acceptance, membership or isolation

Non-stereotypical images could include:

- Children and adults of both genders engaging in a range of activities
- Children of a range of races
- Range of appearances
- Range of abilities

Opportunities provided for social interaction will vary according to the age of the children:

For toddlers:

- Create opportunities for children to play together and in small groups
- Adults encourage independence and give support when children need it
- Enough equipment is provided for several children to play with similar toys
- Adults demonstrate understanding that children develop the ability to share toys at varying a ges

- Different family compositions
- People from a variety of cultural backgrounds together
- Range of additional needs of children

EVIDENCE GUIDE

Competency is to be demonstrated by effectively fostering and enhancing children's social, emo tional and psychological development in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

Evidence of the following must be seen:

- Demonstrated ability to provide opportunities for children to interact positively with other children and to accept individual differences.
- Ability to give due regard to age, cultural, and development of children.
- Demonstrated ability to evaluate the social development of children and to plan activities which will enhance their development.
- Provide experiences for children to support and cooperate with each other.
- Provide opportunities for social interaction.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of

- children's social and moral development
- theories of Child Development related to social and Erikson's psycho -social theory, Piaget's (stranger anxiety) theory, Bronfenbrenner's Ecological systems theory
- the social developmental milestones of children Birth to 8 years
- temperament and its effects on adult/child relationship
- relationship between aspects of social development, physical development, psychological development, cognitive development and language development
- different beliefs about social development due to culture, community, family beliefs
- cultural awareness and its importance in the development of self
- contextual factors which influence the child's social development
- events or crises which can challenge the child's social development
- types of conflicts
- conflict management strategies
- factors which enhance the development of self esteem and self identity
- activities which stimulate child-child, child-adult interaction
- observation techniques, to include report and evaluation processes
- interactions to be expected according to the developmental stage of child
- levels and variety of modes of communication according to age and ability of the child
- the importance of being aware of appropr iate observational behaviour of adults
- questioning techniques to be used with adults
- the development of self-image and identity in young children from birth to 8 years
- the special needs with regard to identity development of different cultural groups.
- methods of showing approval for children's efforts and why this is important for a child's self image
- the planning, provision and evaluation of activities and experiences which explore issues of social development in accordance with appropriate developmental l evels
- the importance of selecting and providing materials and resources which promote positive and non-stereotypical views of children and adults and provide positive role models.
- strategies for the promotion among colleagues and other adults including par ents of the realisation of the importance of a non -stereotypical view of children and adults
- a variety of techniques and resources to encourage active exploration among children of different roles and identities in their play
- the importance of discussion, planned and incidental, of gender, culture, religion and disability, in the promotion of positive identity
- patterns of behaviour in young children which may be symptomatic of poor social skills and when and to whom appropriate referral should be made
- the roles of professional workers to whom the worker can refer children for specialist advice and/or treatment e.g. senior colleague, social worker, educational psychologist, clinical psychologist, child psychiatrist etc

Skills
The ability to:

- set up activities appropriate to children's stage of social development
- create opportunities which allow free interaction to take place, child -child, child-adult
- observe and respond to adults observing and listening to children
- praise and recognise children's personal qu alities, achievements and behaviour
- plan activities/experiences to provide opportunities to explore issues of self image and identity
- provide learning materials and resources with positive/non stereotypical images
- use resources/networks in the community to provide positive role models for all children
- encourage children to explore roles and identities in their play and discussions
- recognise signs of poor social skills among children
- seek advice from an appropriate person about conc erns noted
- accept each child's rate of development, needs, interests and strengths
- plan developmental appropriate activities
- apply interpersonal skills
- apply team building skills
- apply time management
- listen attentively
- empathize
- value differences among children - stage of development, needs, interests, strengths

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- A childcare environment
- Access to children's services, resources and equipment
- Access to the local environment

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:
- review of daily plan
- direct observation
- questioning – oral \ written
- interview – supervisors, peers, children
- portfolio of authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures. Assessment should be while tasks are undertaken either individually or as part of a team under limited supervisi on.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSRCCS0022A: Foster children's self help skills

Competency Descriptor: This unit deals with the knowledge and skills required to foster self help skills in children.

Competency Field: Residential – Child Care Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Develop the child's capacity to care for their own physical needs	1.1 Steps in the task are demonstrated and explained patiently to children.
	1.2 Verbal encouragement is given to child.
	1.3 Tasks are completed with children.
	1.4 Opportunities to practice are provided.
	1.5 Care activities are discussed with children so as to develop their understanding of process/importance.
	1.6 Children are encouraged to ask for help when needed.
	1.7 Children's capacity to manage their own physical care is monitored.
2. Establish an environment that encourages the child to complete tasks themselves	2.1 Required materials are made accessible to children.
	2.2 Sufficient time is made available for the child to do the task in an unhurried way.
	2.3 All attempts to complete tasks are supported and spoken about respectfully.
	2.4 Sufficient time is made available for children to practise and develop their skills.
	2.5 The physical environment encourages the development of children's self help skills.
3. Create opportunities for children to develop their understanding of physical needs	3.1 Nutritional needs are explained to children appropriate to their level of development.

3.2   Hygiene practices are explained and demonstrated through positive staff practices and daily routines.

3.3   Safety issues are explained and procedures demonstrated.

3.4   The need for physical exercise is appreciated.

RANGE STATEMENTS

The Range statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for train ing and assessment requirements will depend on the particular work situation.

This unit of competency should be demonstrated in accordance with the following:

For 3 to 5 year olds:

- nutrition
- meal time
- dressing and undressing
- selecting clothes to wear
- fastening shoes
- washing hands
- who to turn to for assistance
- bathing
- lacing/unlacing shoes
- putting away bedding
- making choices
- making bed

Responsibilities of workers may be outlined in the following regulations and guidelines:

- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child
- Professional registration requirements
- Legal precedents
- Service standards
- Mission statements, policies and philosophies of the organization

Relevant life skills related to their physical needs will vary with the child's age/stage of development.

For babies and infants:

Exploring, eating and feeding skills

For toddlers:

- toileting
- eating independently
- care of own possessions
- preparing drinks
- sun safety practices

Explanations of nutritional needs will vary according to the age of the child –

For the older child explanations may include:

- healthy eating patterns
- body image
- anorexia
- "diets"
- menstruation
- sexual development

For 6 to 12 year olds:

- responsible for care of own possessions
- knowing when to act and when to wait
- decisions regarding use of pocket money on excursions, within caregivers guidelines and limits
- who to turn to for assistance and advice
- preparing snacks and drinks
- care of own health and physical needs
- basic cooking – making cookies, sandwiches
- relaxation
- stress management – conflict and anger
- time management
- prioritising
- nutritional needs

For toddlers:

- provide sufficient time e.g. undressing before rest
- encourage efforts
- children may choose from a range of clothes
- give support when necessary
- encourage all attempts at self help

Understanding of physical needs may be promoted through:

- discussions
- demonstrations
- pamphlets
- guest speakers

Ways of fostering the development of self help skills will vary according to the age of the child -

For infants:

- encourage to respond to matching while dressing/undressing e.g. arm to sleeve
- through care routines and daily experiences

For 3 to 5 year old children:

- provide opportunities for children to learn to fasten their shoes
- store clothes so that they are accessible to children
- personal belongings are stored accessibly

For 5 to 12 year old children:

- explanation
- demonstration
- debate and discussion
- jointly participating in task
- use of written instructions

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

(1)   Critical Aspects and Evidence

Evidence of the following need to be demonstrated:

- the ability to provide a range of experiences and an environme nt that encourages independence
- the ability to develop the child's capacity to care for their own physical needs
- the ability to establish an environment that encourages the child to complete tas ks themselves
- the ability to create opportunities for children to develop their understanding of physical needs

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- stages of child development
- importance of self esteem/competence and how to foster it
- effect of organising the environment
- link between care environment and home
- importance of individuality
- expectations about a range of self help skills within cultural backgrounds of children
- organisational standards, policies and procedures

<u>Skill</u>
The ability to:

- organise environment/manage time
- communicate effectively (staff, children, parents)
- evaluate and promote problem solving skills
- observe children and document findings where necessary
- acknowledge children's achievements
- be reflective
- apply interpersonal skills
- promote enthusiasm and encourage learning

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- a childcare facility
- access to children's services, resources and equipment
- access to the local environment

(5)   Method of Assessment

In order to ensure consistency in   performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning (oral and written)
- authenticated assessments and/ or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an approp riate simulated situation is designed.

(6)   Context of Assessment

This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, for a range of age groups, a range of conditions   and over a number of assessment situations .

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven are as of generic competency that underpin effective workplace practices .

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSRCCS0032A: Assist children with medication

Competency Descriptor: This unit deals with relevant skills and knowledge required to
                           provide assistance to children who need medication in a variety of
                           care settings under appropriate supervision.

Competency Field: Residential – Child Care Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for medication administration	1.1 Medication plan for care recipient is reviewed with nurse / supervisor.
	1.2 Hand washing procedure is done.
	1.3 Medication, child and treatment are appropriately identified by medication chart.
	1.4 Required equipment is assembled for procedure.
	1.5 Child is made comfortable and reassured.
	1.6 Appropriate information is provided to suit the developmental stage of the child.
	1.7 An atmosphere to build trust and co-operation is created.
	1.8 Medications are prepared within medical guidelines.
	1.9 Water or food is provided as needed to be taken with medications.
	1.10 Situations that are of potential risks of cross-infection among care recipients are identified and dealt with appropriately.
	1.11 Child is placed in appropriate position to facilitate process and prevent choking.
2. Administer medication	2.1 Medication is administered in accordance with industry regulations and guidelines.
	2.2 The "Six Right" of medication is observed under appropriate supervision.
	2.3 Universal precautions are observed where necessary.

		2.4	Medication and medication-related treatment are administered as prescribed by a medical practitioner or on the instruction of supervisor.
		2.5	Medication and medication-related treatments are appropriately identified.
		2.6	Relevant precautions are taken to prevent drug error and choking.
		2.7	Appropriate positioning of child is maintained depending on the route the medication is to be given.
		2.8	Relevant precautions are taken to prevent contamination of medication and treatment.
		2.9	Child is encouraged to participate in medication administration.
		2.10	Signs and symptoms, which might indicate adverse reaction to medication/ treatment, are recognized and brought to the attention of an appropriate person.
		2.11	The observed side effects of medications are accurately recorded and reported.
		2.12	Records are maintained accurately, legibly and kept current.
		2.13	Attention is given to special instructions and considerations for particular medications (such as "always take with food").
		2.14	A positive and caring attitude is maintained during process.
		2.15	Appropriate implements such as straw or spoon are used to administer medication.
3.	Carry out post administration activities	3.1	Replacement of medications is done in a safe and timely manner in appropriate storage area(s).
		3.2	Appropriate checks are done to ensure medications are taken and not hoarded or stored by care recipients.
		3.3	Equipment used in medication administration is disposed of or washed in appropriate solution.
		3.4	Hands are washed after procedure is done.

		3.5	First aid is applied when necessary and in accordance with given instructions.
4.	Store medications	4.1	Labels are read and instructions followed with regards to appropriate storing methods.
		4.2	Medications used for care recipient needs are kept in one place, separate from medicines used by other children.
		4.3	Locked cabinet is used in care settings with young children.
		4.4	Child-proof containers are used to store medication.
		4.5	Medications are kept in original containers and not mixed with other medicines during storage.
		4.6	Medications that require refrigeration are kept on upper shelf in the back or at appropriate temperature as stipulated on medicine container.
		4.7	All medications are stored away from heat, light and moisture.

RANGE STATEMENT

The Range statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Patients/care recipients may include:

- individuals across the developmental lifespan with/or without disabilities

Characteristics of patient/client may be:

- care recipients with special needs requiring medication treatment and for health maintenance

Types of medications may include

- medications that are sold as over-the-counter drugs (OTC) and prescribed
- drugs that may be taken by mouth;
- instilled in eye, ears or nose; inserted as pessaries or suppositories; applied as ointment or creams or injected such as insulin (with appropriate(supervision)

Caregiver's preparation may include:

- washing of hands/universal precautions
- ability to read and follow instructions carefully
- assemble needed items for administration
- appropriate preparation of care recipient
- inventory check for appropriate medications
- appropriate storage area

The units in this competency should be demonstrated in accordance with:

- prescribed guidelines that govern care settings
- regulations in regard to the responsibilities for unlicensed personnel assisting clients/residents with medications
- policies/ protocols relevant to the medication administration
- guidelines that govern scope of practice
- universal precautions
- emergency information e.g. Hospitals, Police, other relevant numbers
- accessibility of medical facilities for emergency situations

Responsibilities of workers may be outlined in the following regulations and guidelines:

- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child
- Professional registration requirements
- Legal precedents
- Service standards
- Mission statements, policies and philosophies of the organization

Types of Illnesses

- treatment of minor ailments (cuts, bruises and simple discomfort)
- supervision of conditions documented as chronic or acute illnesses

Types of Equipment may include:

- medication tray
- cups
- spoon
- apparatus for crushing tablets
- water jug
- straw
- syringes and needles of appropriate type (insulin), alcohol
- cotton swabs
- different type of medicines
- care recipient medication record /document, disposable gloves

Six right of medication include:

- right documentation
- right time
- right patient
- right medication
- right medication dosage
- right route

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

(1)   Critical Aspects of Evidence

Evidence of the following needs to be demonstrated

- apply relevant regulations, policies and protocols
- utilize universal precautions such as hand washing techniques
- maintain "The Six Rights" for medication administration
- ensure appropriate supervision is available at all times
- check for expiratory dates on all medications
- encourage self-reliance in care recipients who do self-medication
- document medication after it is given/ taken
- know different drug classifications that are common
- assist with the application of first aid in the event of adverse reaction
- use of specialized equipment used for medication administration
- administer only those medications prepared by caregivers or medicines that were observed being prepared
- administer medication to patient
- first aid especially for choking situation

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- Industry regulations and guidelines as it relates to administration of medication
- the value of having adequate supervision during drug administration
- situations that can cause medication contamination or mix up
- developmental stages of care recipients and its influence on the medication administration procedure
- care recipient's predisposition to side/adverse reactions related to the presence of existing diseases
- the importance of interaction/communication during procedure
- side effects of commonly used drugs
- different routes that medications can be administered within scope of caregivers practice under supervision
- basic first aid techniques to be used in collaboration with health team in the event of a drug reaction/choking
- the awareness of the importance of maintaining records of medication administered
- storage requirements and need for proper labeling of medicines
- chronic diseases that require long term medication and need for constant supply
- the six right of medication

Underpinning Knowledge and Skills (Cont'd)

Skills
The ability to:

- practice universal precautions especially hand washing
- prepare medication to be administered safely with supervision
- observe care recipients after procedure and report unusual behavior during or after administration
- assist with basic first aid in a safe and timely manner with supervision
- document pertinent data on/in appropriate record
- practice "The Six Rights" of medication administration with supervision
- identify side / adverse effects of medication and report to appropriate person
- stay with care recipient until medication is swallowed
- store medication in appropriate areas
- administer medication via correct routes with supervision
- follow policies / procedures of care settings
- persuade patient to take medication

(4)   Resource Implications

Competency in this unit may be assessed through access to:

- exposure to medicines, equipment and appropriate records
- access to variety care recipients who need different medications
- available drug book / drug guide to check unfamiliar medications
- regular practice sessions in nursing labs with supervision

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation / clinical sites evaluation.
- Oral questioning.
- Practical demonstrations.
- Written test.
- Course work / assignments.
- Performance approval from clinical site supervisor

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting. Assessment should be while tasks are undertaken either individually or as part of a team.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0112A: **Facilitate the appropriate management of children's behaviour**

Competency Descriptor: This unit deals with the skills and knowledge required to facilitate the appropriate management of children's behaviour.

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Contribute to a framework for guiding children's behaviour	1.1	Framework for children's behaviour is realistically set within children's abilities to achieve.
	1.2	The emotional and physical well-being of children is supported by the type of goals and boundaries established.
	1.3	Resolved inadequacies are identified in the framework in a manner appropriate to the institution/setting/children's characteristics.
	1.4	Established goals and boundaries for children's behaviour are consistent with age appropriate practices at the institution.
	1.5	Suggestions are made to administrator for modification of framework for guiding children's behaviour.
	1.6	Appropriate behavioural guidelines are established.
2. Promote positive behaviours	2.1	Positive and realistic expectations of behaviour are communicated to child/children/parents and guardians.
	2.2	Examples of positive children's behaviour are regularly identified and explained.
	2.3	Clear communication which suggests positive options to guide children's behaviour is used.
	2.4	An environment for conflict resolution and peace-making is created.
3. Respond to feelings behind behaviours	3.1	The feelings of children are identified and discussed in an appropriate manner.
	3.2	Appropriate ways of expressing feelings are encouraged.
	3.3	Respect for children's feelings is shown.

4.	Set limits for behaviour	4.1	Guidelines for children behaviour are clearly communicated and repeated as required.
		4.2	Reasonable and appropriate consequences for breaching guidelines and limits are communicated to the child/children and consistently applied.
5.	Respond to persistent problem behaviour	5.1	Changes in established patterns of behaviour which are consistent with children's developmental stages are identified and acted upon promptly and appropriately.
		5.2	Factors provoking or contributing to problem behaviours are identified.
		5.3	Specific programmes are developed to address behaviour problems which take into account the child's background, recent experiences and other related factors.
		5.4	Disclosure of information takes into account issues of confidentiality.
		5.5	Assistance is sought from appropriately qualified individuals.
		5.6	Behaviour which is informed by relevant specialist advice and information is responded to.

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variable chosen for training and assessment requirements will depend on the particular work situation.

Legislation, codes and national standards relevant to the workplace may include:

- National Early Childhood Policies and Standards
- Operators Manual,
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for facilitating the appropriate management of children's behaviour

Dimensions of behaviour:

- socio-emotional behaviour, physical behaviour, verbal behaviour
- behaviour patterns characteristic of children with special needs

Age band:

- birth to 1 year
- 2 - 3 years
- 4 - 8 years

Characteristics of children:

- children with special educational needs e.g. autism, pervasive behavioural disorders, communication difficulties, excess motor activity, attention deficit disorder

Methods to promote positive behaviour will vary according to the age of the child. Some examples are:

For babies, infants and toddlers (birth to 2 years old):

- smiles
- attention
- distraction
- physical contact
- verbal communication

For 3 to 5 years:

- choice of favourite activity
- praise, encouragement
- anticipating trouble and redirecting or distracting child

For toddlers:

- modelling
- verbal and non-verbal approval
- affirming physical contact
- repetition of guidance for appropriate behaviour e.g. "we walk inside"
- talking about appropriate behaviour

For 3 to 5 years:

- reasons for guidelines are explained
- verbal and non-verbal approval
- affirming physical contact
- anticipating and planning for exceptional incidents and behaviours

Service policy and procedures on response to serious incidents or behaviour may include:

- accurate documentation
- report incidents to colleagues and more senior workers
- refer to specialised services providers

Types of techniques and procedures:

- behaviour modification; appropriate techniques within the setting
- Behaviour guidance techniques

Positive behaviours may be promoted by:

- verbal comments and attention
- physical contact e.g. hug
- providing physical and psychological space
- opportunities that suit the child's preferences
- opportunities to "let off steam" are created
- acknowledgement and encouragement
- modelling positive behaviours

Limits and guidelines may include:

- out of bounds areas
- expectations about behaviour wit other children/adults
- procedures for health and safety

Positive expectations of children's behaviour will be demonstrated differently according to the age of the child and may include for babies and infants:

- smiling
- clapping verbal and non-verbal approval
- affirming physical contact

For 3 to 5 years:

- provide a consistent message
- acknowledge feelings
- provide appropriate activities to release feelings

Other circumstances which may influence the workers response include:

- location of incident
- risk to child or others
- other potential or actual consequences

For toddlers:

- patiently respond, provide a consistent message
- acknowledge feeling
- provide appropriate activities to release feelings
- reason for limit is explained in simple terms to child

Needs of the child which may influence the worker's response to a serious incident of behaviour may include:

- family crisis
- family stress and problems
- major changes in the child's profile
- illness

Serious incidents may be reported according to the service guidelines to:

- parent/s of the child
- parent/s of other children affected
- co-workers
- management/supervisor
- specialised services

The application of guidelines and limits will vary according to the age of the child and may include:

For babies and infants:

- saying "no"
- remove child from problem/trouble
- distract to another activity

Guidelines are communicated to:

- children, especially those new to the service
- parents, guardians
- potential users of the service
- other staff

For some developmentally delayed children include:

- tangible rewards
- reward charts

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

(1)   Critical Aspects of Evidence:

Evidence of the following needs to be demonstrated:

- ability to form positive relationships with children
- respect of parental expectations and their cultural values
- act within the organization's behaviour management policy
- interest with children giving due regard to child's age , development, culture and needs
- promote positive behaviour guidance strategies
- uses stress management strategies to clam down before responding to incidents of difficult behaviour
- uses non-verbal communication and verbal communication techniques appropriately to manage behaviours

(2)   Pre-requisite Relationship of Units

This refers to an assessment relationship between units.

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- Psychoanalytic theories including Freud and Erikson
- behavioural and social cognitive theories including classical conditioning, Skinner's behaviourism, Bandura and Mischel social cognitive theory
- the limitations of children's memory and understanding and how this may affect their ability to comply with goals and boundaries for behaviour
- the reasons why frameworks for children's behaviour are necessary
- the importance of clarity and precision in behavioural guidelines
- the importance of ensuring children's understanding of the frameworks in place
- the importance of a team approach in the early childhood setting to ensuring the implementation of behaviour policies
- the factors and circumstances, which may support or provoke changes in the usual behaviour pattern of young children
- the concepts and behavioural signs of regression, withdrawal, attention-seeking, anti-social behaviour and self damaging behaviour
- sources of specialist advice and guidance and how to gain access to them
- the role played by additives and chemicals in food and drink
- the principles of constructing a recording system for children's behaviour
- the need to discriminate between relevant and irrelevant information in relation to behaviours needing attention
- simple techniques for behaviour modification, including positive reinforcement and time out
- techniques for observing and monitoring children's behaviour individually and in groups
- stage of development/age appropriate expectations of children's behaviour
- acceptable and unacceptable behaviours – review of own stance and reflection on own values
- culturally based expectations about children's behaviour
- culturally based expectations about responses to children's behaviour
- developmental and socio-emotional reasons for inappropriate behaviour
- different family styles of discipline and norms about behaviour in different cultures and social groups
- rights of children
- positive behaviour guidance strategies
- antecedents of behaviour – learned habits, context influences, social influences etc.
- international, regional, national and organizational standards, policies and procedures
- the range of specialist services available for behaviour management and for special education needs
- the techniques of distinguishing between matters that can be dealt within the setting and those requiring specialist assistance
- conflict resolution theories and techniques

Skill
The ability to:

- set goals and boundaries as part of the framework for children's behaviour
- identify and rectify inadequacies in the framework
- discuss and clarify goals and boundaries for children's behaviour
- negotiate suggested modifications to goals and boundaries to reflect parental expectations
- make children aware of the need for goals and boundaries
- adjust behavioural guidelines to the needs of individuals
- identify changes in established behaviour patterns
- identify factors provoking or contributing to problem behaviour
- identify and consider information regarding individual problem child
- disclose information within agreed priorities
- share concerns with parents/guardians, colleagues and other professionals
- ensure accuracy of information
- ensure confidentiality
- seek specialist assistance when available
- ensure confidentiality
- seek specialist assistance when available
- communicate respect, love and warmth directly to children
- show consideration for the feelings, desires and interests of children
- convey to children both acceptance of and interest in their culture, family and community
- apply knowledge of the rights of children to equal opportunities to develop to their fullest potential
- apply conflict resolution techniques

(4)   Resource Implications

Competency in this unit may be assessed through access to:

- an early childhood service provider workplace
- children's services resources and equipment
- the local environment
- relevant resource materials and other references

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting. Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0102A   **Maintain the safety and wellbeing of children**

Competency Descriptor:	This unit provides the skills and knowledge required to maintain the safety and wellbeing of children. It involves maintaining a safe environment, adequate supervision, responding to injuries and ensuring children's safety at all times.

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Maintain a safe environment for children	1.1	Assigned area is safely maintained to the required standards of hygiene.
	1.2	All equipment is used according to the manufacturer's recommendations guidelines.
	1.3	Items are checked regularly for safety and removed and reported to the appropriate person if found to be damaged.
	1.4	All dangerous substances are stored securely out of reach of children.
	1.5	All waste materials are disposed of in a safe and hygienic manner.
	1.6	Potential hazards are identified and dealt with in ways that ensure the safety of children and adults.
	1.7	Outside doors and gates are adequately fastened and fire exits unobstructed and clearly marked.
2. Maintain adequate supervision of children	2.1	Supervision of children is carried out in a calm, relaxed manner and promotes children's self-confidence.
	2.2	Potentially dangerous situations are identified, and appropriate corrective actions taken.
	2.3	Safety rules are explained to children to facilitate their awareness of the need for safety and supervision.
	2.4	The extent of supervision used avoids overprotection of children.
	2.5	Policies and procedures for collecting children are adhered to so that they are not handed over without authorisation.
	2.6	Safety checks are carried out on a regular basis.

3.	Respond to accidents or injuries to children	3.1	Well-equipped first aid box is kept in a readily accessible place at all times.
		3.2	The contents of the first aid box is checked regularly and replenished as necessary.
		3.3	Requirement for first aid or medical attention is accurately determined and appropriately apply.
		3.4	Acceptable standards of hygiene are maintained when dealing with accidents of emergencies.
		3.5	Comfort and reassurance is readily offered whilst ensuring the safety of others.
		3.6	Reports of accidents or emergency are accurately prepared in a timely and required format.
		3.7	Information is provided to parents/guardians regarding their children's accidents is in accordance with practices at the setting.
4.	Ensure children's safety on outings/field trips	4.1	The choice of outing is consistent with the children's level of development and their safety.
		4.2	Information kept for contacting parents is easily accessible.
		4.3	A list of children on the outing is kept readily available and the number of children is checked at regular intervals.
		4.4	Children's clothing is appropriate for the type of outing and is consistent with parental wishes.
		4.5	Provisions for security and protection that are consistent with the children's safety and level of development are ensured and maintained.
		4.6	Tools and supplies taken are appropriate to the needs of the children and the length of the outing.
		4.7	Issues relating to public transport requirements are identified and resolved with the relevant individuals.
		4.8	Appropriate precautions are taken when using private and public transportation in order to keep the children safe, such as the wearing of seatbelts.
		4.9	Parent's participation in outings is in accordance with the practices of the setting.

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces.

The scope of variables chosen for training and assessment requirements will depend on the particular work situation

The following variables may be present

Legist ration, codes and national standards relevant to the workplace may include:

- National Early Childhood Policies and Standards
- Operators Manual,
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Convention on the rights of the child

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for maintaining the safety and wellbeing of children

Age band may include:

- birth-1year
- 2-3 years
- 4-8 years

Location may include:

- indoors
- outdoors

Items may include:

- equipment
- furniture
- play materials for children

Group size may include:

- individual children
- groups of children

Safety features may include:

- equipment such as fire extinguishers (number, type, location)
- guards on stoves
- guards on electrical outlets
- safety rails
- gates on stairs
- fences/guards around pools/ponds
- covers on electric sockets
- dangerous substances, such as disinfectants, cleaning agents, glue, medicines, chemicals, oil, car maintenance substances correctly stored
- grass covered playing field

Supervision provided may include:

- at play
- at feeding times
- at collection and departure
- during sleep and rest periods
- during periods of ill health
- during isolation (where necessary) with attention to particular medical conditions/needs in other potentially hazardous activity

Maintenance of the setting may include:

- cleaning
- tidying
- removing waste and objects which could put child at risk
- checking security of gates and equipment
- appropriate use of storage areas
- removal of floor spills

Emergency procedures may include:

- contacting parents/guardians
- drills and evacuation for earthquakes, fires, hurricanes, floods, Cardiac Pulmonary Resuscitation (CPR)

Standards of hygiene may include:

- universal precaution
- protection of other children from possible infection

Types of emergency may include:

- fire and other emergencies necessitating evacuation of building e.g. earthquake, hurricane, flooding
- sudden onset of medical conditions e.g. epileptic, fir, asthma, sickle cell crisis, appendicitis

Materials for maintenance may include:

- germicide
- gloves
- cleaning materials

Types of accidents may include:

- minor accidents or injuries
- major accidents or injuries

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme.

The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

(1)   Critical Aspects of Evidence:

Evidence of the following needs to be demonstrated:

- the maintenance of a safe environment for children
- the maintenance of adequate supervision of children
- consistently observe personal hygiene to prevent cross infection e.g. hand washing
- consistently models safe behaviours and hygiene practices
- respond to accidents or injuries to children appropriately
- the ability to ensure children's safety on outings

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- urie Bronfenbrenner ecological Systems Theory
- the physical needs of children from 0-5 years
- the dangers of stereotyping or generalization made in assessing children's physical needs
- importance of maintaining hygienic environment for the safety of children
- routine safety checks on premises, equipment are carried out and appropriate action is taken
- how to identify potential hazards and minimise possible effects of them within the setting, both indoors and outdoors
- the health and safety hazards posed by animals in the care/education setting
- the procedures for reporting and correcting any safety hazards as quickly as possible in a manner which does not undermine the confidence of children
- the importance of adhering to manufacturers' recommendations and relevant safety standards when using equipment
- the regulations concerning adult/child ratios appropriate in the setting and the importance of adhering to these
- adult anxiety/inappropriate reactions to events are often transmitted to children and that stereotyping can prevent a children from achieving their potential
- the importance of policies and procedures for collection of children taking into account any social circumstances e.g. custodial orders and court requirements, or situations arising from parental conflict
- the importance of maintaining and using accurate records to enable parents to be contacted quickly if necessary
- routine fire/emergency drill and how to respond promptly and appropriately in such situations
- how to convey information to parents/guardians without causing undue alarm
- how to recognise and cope with children's emotional reaction to accidents and emergencies
- suitable contents of first aid box for childcare/education setting and the importance of checking contents on a regular basis
- how to assess the situation quickly and decide if medical attention is required
- basic first aid required in an emergency and how to apply it
- the setting's requirements for recording accidents and emergencies
- the polices and procedures of the setting for handling and disposing of body fluids and waste material particularly in light of AIDS/HIV virus, hepatitis, etc
- the importance of carrying out standard procedures in the event of an accident in a calm and reassuring manner
- use of universal precaution
- range of outings suitable for individual age ranges
- the necessity of obtaining the permission of line manager and parents before taking children off the premises
- how to plan and prepare for an outing, with regard to safety, transport requirements, appropriate clothing, food and equipment
- the regulations including insurance cover regarding the safe transportation of children in private cars, private buses, etc
- the importance of keeping a list of children on an outing and the necessity of checks at regular intervals
- the contribution parents can make to outings and the importance of giving them full information in the advance of the event

Skill
The ability to:

- implement routine housekeeping to ensure environment free of infection
- use safety equipment and materials appropriate to children's level of development
- check equipment, furniture and play materials for safety
- store dangerous substances safely
- dispose of waste and soiled materials safely
- use effective germicides to correct concentration levels
- identify and deal with potential hazards
- ensure that outside doors or gates are adequately fastened
- manage animals within the setting
- maintain supervision of children
- promote children's self confidence through supervision
- identify potentially dangerous situations and take action to rectify them
- increase children's awareness of the need for safety and supervision
- avoid overprotection of children during supervision
- ensure that children are not handed over without authorisation
- follow procedures for dealing with emergencies
- communicate information about emergency procedures to parents
- access information required to contact parents/guardians in the event of an emergency
- take action to resolve any difficulties in implementing emergency procedures
- carry out procedures in the event of an emergency
- report and record all incidents
- check and replenish contents of first aid box
- assess and determine extent of injury or emergency
- take appropriate action for inhalation of foreign body
- maintain acceptable standards of hygiene when dealing with accidents or emergencies
- offer comfort and reassurance whilst ensuring the safety of others
- write report of accident or emergency in the required format
- convey information about accident to a child to his/her parents/guardians
- select outing consistent with the level of children's development and their safety
- obtain written permission in advance of outing
- maintain list of children on outing
- use safety reins and children's own prams/buggies consistent with the children's safety and level of development
- take necessary supplies including first aid according to the needs of the children and the length of the outing
- identify public transport requirements and ensure safety measures are taken
- take safety precautions when using private cars/buses to transport children
- encourage parents to participate in outings
- Apply basic first aid procedures

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes access to:

- an early childhood service provider workplace
- children's services resources and equipment
- access to the local environment

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.
Evidence may be collected in a variety of ways including:

- review of incident reports and permission slips for outings
- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting. Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0192A: Care for babies

Competency Descriptor: This unit provides the skills and knowledge required by anyone
                            working with babies/infants to ensure that their physical and
                            emotional well being is maintained. Workers may be under direct
                            supervision or working autonomously.

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
1.	Respond to babies/infants cues and needs	1.1 Babies/infants are responded to in an unhurried, gentle and sensitive way to promote a relationship of trust.
		1.2 Babies/infants are closely monitored for signs of hunger, distress, pain and tiredness.
		1.3 Babies/infants are provided with physical comfort as appropriate.
		1.4 Babies/infants needs for caring, is consistent, secure and is met in a timely manner.
		1.5 Babies/infants rituals are respected and fulfilled.
2.	Develop and maintain a nurturing relationship with babies/infants	2.1 Interactions with babies/infants are both planned and spontaneous.
		2.2 Routines of physical care are used as opportunities to positively interact with babies/infants.
		2.3 Time is taken to get to know the baby's individual routines, rhythms, preferences and cues.
		2.4 Babies/infants individual routines of daily care, rest and play are accommodated whenever possible.
3.	Settle new arrivals	3.1 Parents and babies/infants are observed for signs of stress/distress on arrival.
		3.2 Interaction with the babies/infants begins while parents are still present to minimise abruptness of separation.
		3.3 Parents are encouraged to take as much time as needed to have a relaxed, unhurried separation from their child.
		3.4 Routines are established to minimise distress at separation of parent and baby/infant.

3.5	Babies/infants distress at separation from parent is responded to in a calm reassuring manner.

4. Provide an environment that promotes security for children

4.1	Expectations are communicated clearly to babies/infants and consistently applied.
4.2	The physical environment is set up to provide a relaxed and flexible atmosphere.
4.3	The physical environment is set up to accommodate individuality of the children.
4.4	A safe and secure environment is created both in and out of doors with equipment of a suitable scale for babies/infants.

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation

Legislations, codes and national standards relevant to the workplace may include:

* Policies and Standards for Early Childhood Institutions
* Operators Manual
* National EC Curriculum
* The Child Protection Act
* The Early Childhood Commission Act, 2003
* The Child Care and Protection Act, 2004
* The Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

* EC Commission's training requirement of the knowledge of child development for EC Practitioners

Interactions with babies may include:

* imitating babies' vocalisations
* talking
* singing
* laughing
* saying rhymes
* performing finger games
* holding
* dancing and gentle bouncing

Babies may show distress/pain by*:*

* crying
* appearing withdrawn
* squirming
* lack of eye contact
* sleep difficulties

Toddlers may show distress and pain by:

- crying
- appearing withdrawn
- whining
- not playing or not playing creatively
- repetitive replaying of trauma
- aggression
- regression
- sleep difficulties
- speech difficulties (e.g. stuttering)
- toilet training difficulties
- nervous tics (e.g. cough)
- excessive masturbation

Signs of distress/stress of parents and children on arrival may be indicated by:

- a rushed entry or exit by parent
- parent "running late"
- clinging behaviour
- child teary or crying
- child is unusually quiet or passive

A babies/toddlers signs of distress may indicate:

- hunger
- tiredness
- pain
- loneliness
- discomfort
- fear
- anxiety
- frustration
- boredom

Responses to a distressed child may include:

- distraction to an activity
- cuddles, comfort
- listening, talking with the child quietly
- use of transition object

Non verbal cues of a baby/toddler may include:

- cues to indicate distress
- response to an interesting activity
- smiling cues that express a desire to engage in an activity or interaction

Comforters may include:

- special toys
- blankets
- dummies

Babies rituals may include:

- the need for a special toy or dummy
- particular ways of doing things, e.g. special story, way of drinking from a cup
- food preferences and ability to have a choice within centre policies
- having a special place to go or to store their belongings

Routines of physical care may include:

- feeding
- diaper/nappy changes
- clothing changes

Babies' individual routines may include:

- sleeping routines and rituals
- diaper/nappy change routines
- eating/drinking patterns
- interactions and play with adults

Cleaning may include:

- disinfecting nappy change areas
- washing floor
- vacuuming
- disinfecting toilet areas

Organisational procedures implemented for safety on excursions can include:

- legal/legislative requirements
- organisational policies regarding excursions

Checking area for hazards may include checking for:

- needles/sharp implements in outdoor areas
- animal droppings in outdoor areas

Maintaining direct contact with child will vary according to:

- child's age
- child's level of independence/dependence
- child's safety/risk taking behaviours
- activity child is involved in
- ability of child

Risk reduction strategies may include:

- gates on stairs
- covers on electrical sockets
- removal/locking away of dangerous substances
- close supervision of any children in kitchens
- fences and gates, locking mechanisms
- out of bounds areas
- vacuuming/sweeping floors to remove small or dangerous objects
- particularly close supervision in some areas
- placing babies/infants to sleep in positions recommended for prevention of sids

Babies' rituals which are to be respected and fulfilled where practical may include:

- the need for a special toy/dummy
- particular method of being put to bed, e.g. wrapped tightly and laid on side

Legal requirements and regulations regarding supervision may include:

- staff/children ratios
- babies are never left unattended in the bath or on change table

Disposal of waste materials may include:

- nappies
- soiled tissues/wipes

In remote and isolated areas:

- alternative methods for rest, e.g. hammocks

Contact can include:

- sight
- sound
- glass viewing windows
- line of sight
- within physical reach

Potential risks may be:

- babies learning to eat solid foods
- children learning new skills such as
- walking, balancing
- particular "combinations" of children playing together
- babies going to sleep with a bottle
- risk of dehydration on very hot days sids
- when children are attempting an activity that may be beyond their previous ability

Providing a safe environment and risk reduction strategies will vary according to whether the location is:

* a purpose designed and built centre
* non purpose built centre
* a home
* appropriate for the age range of children

Personal hygiene may include:

* hand washing
* toileting
* blowing nose
* brushing teeth/rinsing mouth after meal

Bedding preferences may vary due to:

* cultural practices, e.g. hammock
* child's preferences, e.g. soft toy

Different family and cultural practices which may be relevant to hygiene include:

* age to commence toilet training
* eating food with utensils or fingers
* hair care practices

Hygiene practices taught may vary with child's age, and may include:

* flushing toilet paper after use
* discarding tissues in bin after use
* washing hands before eating, after toileting
* cleaning teeth or rinsing mouth after eating

Adjusting the environment for children's rest may include adjustments to:

* level of noise
* light, temperature and ventilation

Planning for nutritional needs will include:

* nutritious food
* balanced diet
* relevant to nutritional needs at that age

Rest provisions may vary according to:

* the venue at the time child needs rest
* the child's need for rest
* other children's needs
* space available

Hazards may be identified to children in a range of ways:

* verbally
* by signs
* by symbols

Rest may include:

* sleep
* time sitting quietly

For clothing, weather conditions that may need to be considered are:

* heat
* cold
* rain

Requirements for the administration of medication may include:

* legislative guidelines
* organisation procedures

Appropriate washing and drying of utensils and crockery and cutlery may include:

* hand washing in warm, soapy water
* dishwashing

Organisational procedures for food preparation may include:

* use of gloves when handling some foods
* procedures for supervision

Preparation of food in hygienic manner will be according to:

- appropriate regulatory requirements relating to food handling and hygiene
- alternative methods of cooling food and drink may need to be developed in remote or isolated areas (e.g. hessian cooling bag)

Health needs of children to be considered may include:

- medical advice and diet
- allergies to certain foods

Requirements for storage of medication may include:

- temperature required
- level of security required
- organisational procedure and procedures
- legislative requirements

Procedures for the prevention of the spread of infection may include:

- hand washing
- use of disposable gloves when cleaning up body wastes
- removal and disposal of infected articles
- cleaning equipment
- disposal of unused foods/milk
- cleaning of utensils after use
- regular disinfecting of soft toys
- removal of body waste products (e.g. faeces, urine, saliva, vomit) and disinfection of area affected

Cultural requirements and preferences about food may include:

- meal patterns over a day
- drinks provided
- foods used
- hot or cold meals
- spices and flavourings used
- inclusion of sweets

Menu may include:

- breakfast
- lunch
- dinner
- snacks

For children with a physical or developmental disability:

- a hygiene plan is developed according to the needs of the child

For babies/infants:

- use protective aprons when changing babies
- disinfect of diaper/nappy change areas after each use

Food and drink preferences will vary according to:

- culture
- dietary requirements
- religion
- age
- family patterns
- individual tastes
- stage of the day

Appetising food may consider:

- colour
- shape
- texture
- variety

Rules for safe play may include:

- use of equipment
- how children play together

EVIDENCE GUIDE

Competency is to be demonstrated by effectively caring for babies in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

Evidence of the following should be demonstrated:

- ability to assess and report appropriately to babies' needs
- ability to provide a secure and safe environment for babies and infants
- ability to provide all aspects of physical care to children, including:
  - the provision of food and drink
  - provides adequate food and drink which is varied according to age, culture, development and needs of the child
- ability to prepare food which is nutritious and suitable for children
- assessors are recommended to particularly look for:
- food is nutritious and the 5 food groups are provided over a day, as relevant
- food is fresh wherever possible
- food and milk is warmed and tested for temperature
- solid food is introduced appropriately
- ability to respond quickly to emergencies and implement correct procedures including administering first aid

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- social development of babies/infants
- care giving practices within different cultural groups
- individual children's needs and wants
- attachment and separation anxiety and appropriate responses
- babies/infants games
- the dependent nature of babies/infants
- organisational standards, policies and procedures
- road safety awareness
- road safety procedures
- individual differences of children in need for rest and sleep/rest patterns
- different practices and routines used by different families and their underlying cultural or personal rationale

Knowledge
Knowledge of: (Cont'd)

- policies, regulations and guidelines about hygiene standards for food handling
- organisational standards, policies and procedures
- storage of food temperatures
- nutritional needs of children
- 5 food groups
- fat contents of foods
- fibre content of different foods
- dietary requirements for infants
- cultural practices and beliefs about food provision
- impact of foods and drinks on dental health
- storage of food - temperatures
- food preparation and cooking
- organisational standards, policies and procedures
- guidelines for infection control
- indicators of child abuse
- different types of child abuse
- child protection policy of service
- state/territory requirements about responding to indications of abuse and reporting process
- organisational standards, policies and procedures

Skills
The ability to:

- calm, reassure babies/infants
- apply care giving practices within different cultural groups
- nurture
- display interpersonal skills
- show appropriate response to attachment and separation anxiety
- use strategies for developing responsible behaviour by children in cars and buses
- develop children's road safety awareness
- prepare food including cooking
- manage time
- plan menu
- recognise common childhood illnesses - recognition, management strategies
- write incident records
- make decisions under pressure

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- a childcare workplace
- access to children's services, resources and equipment
- access to the local environment

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Oral questioning
- Written test
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0202A: **Care for children**

Competency Descriptor:	This unit describes the skills required by anyone working with children to ensure that their physical and emotional well being is maintained and their self-sufficiency nurtured. Workers may be under direct supervision or working autonomously.

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Provide physical care	1.1	Opportunities and type of rest are organised according to child's needs and context.
	1.2	An environment conducive to rest is created.
	1.3	Quiet area is provided for children to access as needed.
	1.4	Hygiene practices are demonstrated to children and children are encouraged to follow them.
	1.5	Assistance with children's hygiene is provided according to child's need.
	1.6	Toileting accidents are dealt with in a manner that protects the child's self esteem and privacy.
	1.7	Appropriate food and drink are provided to children in a hygienic manner and children are supervised in eating and drinking.
	1.8	Children are dressed according to the need and prevailing whether conditions and their clothing preferences are acknowledged whenever possible.
2. Create opportunities for children to develop their understanding of physical needs	2.1	Nutritional needs are explained to children in a suitable language.
	2.2	Hygiene practices are explained and demonstrated through positive staff practices and daily routines.
	2.3	Safety issues are explained and procedures demonstrated.
	2.4	The need for exercise is explained.

3.	Establish an environment that encourages children to complete tasks themselves	3.1	Required materials are made accessible for children.
		3.2	Sufficient time is made available for the child to do the task in an unhurried way.
		3.3	All attempts are encouraged and spoken about respectfully.
		3.4	Sufficient time is made available for children to practice and develop their skills, when they so desire.
4.	Respond to the emotional needs of children	4.1	Routines are developed which are appropriate to the child's developmental stage and to provide a stable and predictable environment.
		4.2	Children's feelings are identified and responded to openly, appropriately and with respect.
		4.3	Children's communications are encouraged, listened to and treated with respect.
		4.4	Opportunities to express feelings and emotions are appropriately encouraged.
		4.5	Emotional outbursts are dealt with in a calm and consistent manner whilst minimising disruption to other children.
		4.6	Children are comforted when hurt or distressed.
		4.7	Children are informed appropriately and are prepared for any change.
5.	Settle new arrivals	5.1	Parents and children are observed for signs of stress/distress on arrival.
		5.2	Interaction with the child begins while parents are still present to minimise abruptness of separation.
		5.3	Parents are encouraged to take as much time as needed to have a relaxed, unhurried separation from their child.
		5.4	Routines are established to minimise distress at separation of parent and child.
		5.5	Child's distress at separation from parent is responded to in a calm reassuring manner.

RANGE STATEMENT

Legislations, codes and national standards relevant to the workplace may include:

- Policies and Standards for Early Childhood Institutions
- Operators Manual
- National EC Curriculum
- The Child Protection Act
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC Commission's training requirement of the knowledge of caring for children

Rest provisions may vary according to:

- the venue at the time child needs rest
- the child's need for rest
- other children's needs
- space available

Adjusting the environment for children's rest may include adjustments to:

- level of noise
- light
- temperature and ventilation

Hygiene practices taught may vary with child's age, and may include:

- flushing toilet paper after use
- discarding tissues in bin after use
- washing hands before eating, after toileting
- cleaning teeth or rinsing mouth after eating

Personal hygiene may include:

- hand washing
- toileting
- blowing nose
- bushing teeth/rinsing mouth after meal

Preparation of food in hygienic manner will be according to:

- appropriate regulatory requirements relating to food handling and hygiene

Alternative methods of cooling food and drink may need to be developed in remote or isolated areas (e.g. hessian cooling bag)

Different family and cultural practices which may be relevant to hygiene include:

- age to commence toilet training
- eating food with utensils or fingers
- hair care practices

For children with a physical or developmental disability:

- a hygiene plan is developed according to the needs of the child

Bedding preferences may vary due to:

- cultural practices, e.g. hammock
- child's preferences, e.g. soft toy

For clothing, weather conditions that may need to be considered are:

- heat
- cold
- rain

Appropriate washing and drying of utensils, crockery and cutlery may include:

- hand washing in hot, soapy water
- dishwashing

For toddlers:

- provide sufficient time, e.g. undressing before rest
- encourage efforts
- children may choose from a range of clothes
- give support when necessary
- encourage all attempts at self help

Ways of fostering the development of self help skills will vary according to the age of the child:

For infants:

- Encourage responding to matching while dressing/undressing, e.g. arm to sleeve

Through care routines and daily experiences

For 6 to 8 year olds:

- responsible for care of own possessions
- knowing when to act and when to wait
- decisions regarding use of pocket money on excursions, within parental guidelines and limits
- who to turn to for assistance and advice
- preparing snacks and drinks
- care of own health and physical needs
- basic cooking
- relaxation
- stress management
- time management
- prioritizing
- nutritional needs

For toddlers:

- toileting
- eating independently
- care of own possessions
- preparing drinks
- sun safety practices

Relevant life skills related to their physical needs will vary with the child's age/stage of development:

For babies and infants:

Exploring, eating and feeding skills

For 3 to 5 year olds:

- nutrition
- meal time
- dressing and undressing
- selecting clothes to wear
- fastening shoes
- washing hands
- who to turn to for assistance
- bathing
- doing up/undoing shoes
- putting away bedding
- making choices

For 3 to 5 year old children:	For 5 to 12 year old children:
- provide opportunities for children to learn to fasten their shoes - store clothes so that they are accessible to children - personal belongings are stored accessibly	- explanation - demonstration - debate and discussion - jointly participating in task - use of written instructions

Organizational procedures for food preparation may include:	Children may be involved in decisions about:
- use of gloves when handling some foods - procedures for supervision	- the layout of equipment - routines - choice of activities

Explanations of nutritional needs will vary according to the age of the child. For the older child explanations may include:

- healthy eating patterns
- body image
- anorexia
- "diets"
- menstruation
- sexual development

A child may display their distress by:

- withdrawal
- aggressive behaviour
- tears

Routines to minimize distress at separation of parent and child may include:

- opportunities for a relaxed and unhurried separation of parent and child
- repeated prior visits to the service prior to parent's departure
- routine of short separation times prior to lengthy separations
- comfortable chairs where parents can relax with child prior to departure

Children's emotional needs may be due to:

- school problems
- changes in family circumstances
- accidents that may occur during care
- new to child care, separation from familiar people and places
- family relationships
- interactions with other children
- major changes in child's life, e.g. migration, losses
- death of a pet
- loss of special toy
- ill health
- embarrassing events that occur during time in care or just prior

Understanding of physical needs may be promoted through:

- discussions
- demonstrations
- pamphlets
- guest speakers

Behaviour which is out of character for an individual child may be:

- quiet behaviour in a boisterous child
- noisy behaviour in quiet child

Response to a distressed child may be by:

- physical comfort
- sitting and listening
- talking through a problem
- giving child their comforter, e.g. dummy, toy
- distraction

Changes may include:

- change of countries
- new children/workers starting in the service
- children/workers leaving the service
- visitors
- students

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit.

The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

(1)   Critical Aspects and Evidence

Evidence of the following should be demonstrated:

- ability to provide quality physical care for children including ensuring adequate rest, food and drink and using and promoting hygienic practices
- opportunities for rest are provided and are varied according to the age of the child, their cultural background, development and needs
- ability to implement and promote hygiene taking into account child's age, development, cultural background and needs
- ability to provide all aspects of physical care to child/ren, including:
- the provision of food and drink
- provides adequate food and drink which is varied according to age, culture, development and needs of the child
- ability to provide a range of experiences and an environment which encourages independence
- ability to provide a safe and secure environment which enables children to be themselves and to manage change
- ability to respond to children's emotional needs that gives due regard to child's age, culture, development and need

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- individual differences of children in need for rest and sleep/rest patterns
- different practices and routines used by different families and their underlying cultural or personal rationale
- policies, regulations and guidelines about hygiene standards for food handling
- organizational standards, policies and procedures
- storage of food - temperatures
- child development
- importance of self esteem/competence and how to foster it
- effect of organizing the environment
- link between care environment and home
- importance of individuality
- expectations about a range of self help skills within cultural backgrounds of children
- organizational standards, policies and procedures
- impact of changes for children
- how emotional needs are expressed - directly and indirectly
- children's responses to grief, loss and separation
- organisational standards, policies and procedures

- food preparation including cooking
- time management
- interpersonal
- organizing environment/time management
- effective communication (staff, children, parents)
- evaluate and promote problem solving
- observation
- willingness to be reflective
- interpersonal
- time management
- empathy to child's feelings

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- a childcare workplace
- access to children's services, resources and equipment
- access to the local environment

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Oral questioning
- Written test
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
- Carries out established processes - Makes judgement of quality using given criteria	- Manages process - Selects the criteria for the evaluation process	- Establishes principles and procedures - Evaluates and reshapes process - Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0082A: Facilitate children's creative expression through art, music and movement

Competency Descriptor: This unit provides the skills and knowledge required to develop and deliver programs that provide opportunities for children to develop and experiment with self- expression through music and movement, visual arts and drama.

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Plan and provide a range of developmentally appropriate and visual art, drama, music and movement experiences.	1.1	A wide range of developmentally appropriate visual arts, music and movement, art and drama experiences are identified and selected to enhance children's development.
	1.2	Appropriate visual arts, music and movement resources, which are inclusive and encourage appreciation of diversity including cultural diversity are selected and provided.
	1.3	Strategies are formulated for fostering creative development and aesthetic awareness in children.
	1.4	An interesting dramatic play environment which provides children with freedom to experiment and to express their inner feelings is created.
	1.5	Age appropriate materials and activities are selected and attractively presented and activities organised.
	1.6	Work and play areas promoting aesthetic qualities for both children and adults are provided.
	1.7	Human resources are provided to enhance children's development in creative art, drama and music and movement.
2. Support, facilitate and extend children's participation in visual arts, drama, music and movement.	2.1	Opportunities for children to practise developing skills in visual arts, drama, music and movement are provided.
	2.2	Strategies are formulated to encourage children to develop individual potential in creative arts, drama, music and movement.

		2.3	Environment is established to encourage children's participation in developmentally appropriate creative arts, drama, music and movement/activities.
		2.4	Programs are designed to respond to children's interest that arises spontaneously as they participate in creative arts, drama, and music and movement experiences.
3.	Plan and implement a range of developmentally appropriate creative arts, drama, music and movement experiences	3.1	Programs planned and implemented are relevant, meaningful and encourage creativity in every child and small groups of children.
		3.2	A variety of developmentally appropriate visual arts experiences that allows active participation is selected and presented.
		3.3	A range of developmentally appropriate drama experiences are selected and presented to provide opportunity for self - expression, language development and to teach new concepts.
		3.4	A creative dramatic centre with supplies to reflect the activities in the classroom is set up and used.
		3.5	A range of developmentally appropriate musical experiences with frequent exposure to varied forms of music and with wide ranges of rhythms; tempo and moods is selected and implemented.
		3.6	A range of opportunities to express feeling and emotions in songs, rhythm and movements are provided.
		3.7	A range of stimulating developmentally appropriate musical experiences in playing simple instrument, moving to rhythm and expressing emotions during musical activities are presented.
		3.8	A range of methods for evaluating children's participation in creative arts, drama, and music and movement experiences are used.
		3.9	Information from evaluation is used as a basis for making ongoing modification to stimulate children's interest and involvement in creative arts, drama, music and movement.

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation

Legislation, codes and national standards relevant to the workplace may include:

- National Early Childhood Policies and Standards
- Early Childhood Act
- Operators Manual,
- National EC Curriculum
- The Early Childhood Commission Act, 2003

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies and procedures for facilitating children's creative expression through art, drama, music and movement

Resource materials for developmentally appropriate visual arts experiences should include but not limited to:

- thick and thin crayons
- pencils
- water based paint
- finger-paint
- thick and thin brushes
- glue
- clay
- play dough
- papier mache'
- recycled materials
- modeling wire
- blunt point scissor
- pieces of cloth
- odds and ends – strings, wool etc.
- sand and water
- natural materials
- masks
- puppets
- electronic/audio visual

Strategies that foster creative development and aesthetic awareness in children may include:

- provide an aesthetically pleasing environment
- display of quality adult visual art form
- create aesthetically pleasing display of children's work
- display and make accessible natural recycled and indigenous materials
- encourage visual representation and expression with the children to record aspect of the program
- books about artist
- resource persons

Instruments may include but not limited to:

- teacher and child made instrument
- commercial made instruments
- instrument from a range of different cultures

Work and play areas that promote aesthetic qualities may be:

- Indoors
- Outdoors

Developmentally appropriate visual arts experiences should include but not limited to:

- drawing
- painting
- crayoning
- modeling
- painting
- construction
- collage making
- puppet making

Materials and equipment for creative drama should include but not limited to:

- puppets
- puppet stage
- stuffed toys
- full-length mirror
- miniature furniture
- objects in the classroom
- things in the home
- play money
- clothes, costumes, accessories
- out door materials
- audio visual and digital equipment

Appropriate songs include:

- nursery rhymes songs
- lullabies and finger plays
- expandable songs
- folk and traditional songs
- childhood chants and rhymes

A range of developmentally appropriate drama experiences for individuals, small group and large groups include:

- tableaux
- drama modes
- puppetry
- role play
- improvisation
- formal drama

A range of developmentally appropriate music experiences for individuals and small groups include:

- listening experiences
- singing
- musical instruments
- clapping
- recording music

EVIDENCE GUIDE

The evidence guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The evidence guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, element and performance criteria.

(1)   Critical Aspects of Evidence

Evidence of the following needs to be demonstrated:

- a demonstrated ability to plan and provide programs based on children's interest, knowledge, developmental levels and approaches to learning
- the ability to help children develop self-confidence and to express themselves through visual arts, drama, music and movement
- the ability to provide and maintain a safe environment for children

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- piaget 's and gardener's philosophy of music for young children
- vygotsty's philosophy of drama
- the importance of visual arts, dramatic play, music and movement experiences in the early years of the child
- how children develop and learn
- age appropriate visual art experiences
- strategies for fostering visual arts, drama, music and movement development
- how to foster and encourage appreciation of diversity including cultural diversity
- the role of the teacher in visual arts, drama, music and movement
- drama modes
- guide lines when providing visual arts, drama, music and movement for young children
- organizing, implementing, and evaluating art media, drama, music and movement experiences
- health and safety considerations in selecting appropriate materials
- how to access relevant and local resources
- gender influences
- children's socio-emotional development (sharing, caring, waiting one's turn, courtesies, etc.

Skills
The ability to:

- provide quality learning environment for visual arts, drama, music and movement
- provide programs that promote the total development children through visual arts, drama, music and movement
- follow and respond to children's interest an ideas
- conduct research
- provide materials and activities that are age appropriate
- motivate children and help children discover their creativity

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the range of Variables. This includes:

- a childcare workplace
- access to children's services, resources and equipment
- access to the local environment

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Oral questioning
- Written test
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer
- Kits and resources
- Journals and portfolio

It may be possible to assess more that one element or unit of competency at the same time if the appropriate situation occurs in the workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSRCCS0042A: **Observe, document, interpret and use information about children**

Competency Descriptor: This unit provides the skills and knowledge required to observe, document, interpret and use information about children.

Competency Field: Residential – Child Care Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gather information about the children	1.1 Children are observed during varying situations/activities.
	1.2 Routine observations are done consistently.
	1.3 Techniques for observing and recording are used as specified by the sector.
	1.4 Children's needs and strengths are monitored to ensure that adequate and appropriate provisions are reported and/or discussed.
2. Identify and record children's developmental status and deviations from the norm	2.1 Children's physical condition and behaviour during routine activities are observed in order to identify any significant deviations.
	2.2 Symptoms or patterns of poor health, which may indicate emerging chronic conditions, are noted and reported.
	2.3 Behaviour inconsistent with a child's level of development/unusual pattern of behaviour is noted and reported.
3. Identify signs and symptoms of possible abuse	3.1 Injuries or abrasions are identified during routine activities and recorded.
	3.2 Significant changes in normal care routine are identified, noted and reported appropriately.
	3.3 Significant negative changes in behaviour are promptly identified, noted and reported appropriately
	3.4 Observation of irregular bruises and other abrasions is accurately recorded, with date and time.
	3.5 Explanation of injuries, abrasions or changes in behaviour offered by children, parents/guardians or other caregivers is accurately recorded.

		3.6	Discussion of any cause for concern with the parents/guardians is reported to the supervisor or other appropriate person.
		3.7	All available information is considered in evaluating the significance of signs and symptoms of abuse.
		3.8	Actions taken in relation to signs and symptoms of abuse are consistent with CDA policies and procedures.
4.	Respond to a child's disclosure of possible abuse or neglect	4.1	Indications of possible abuse are responded to promptly and in a calm manner.
		4.2	Reassurance and comfort offered is appropriate to the situation.
		4.3	Communication is encouraged at the child's own pace and without exerting pressure.
		4.4	Information on possible abuse or neglect is obtained in a reassuring and supportive manner.
		4.5	Language and other methods of communications are appropriate to the child's level of understanding and expression.
		4.6	Information revealed about possible abuse is recorded comprehensively, accurately and legibly, with the date and time of disclosure.
		4.7	Support offered in coping with personal emotional reactions is appropriate to the child's needs.
		4.8	Actions taken in response to children's disclosure of possible abuse is consistent with CDA policies and procedures.
5.	Appropriate documentation and record keeping practices are in maintained	5.1	Selected/designed appropriate record keeping instruments.
		5.2	Each Instrument is used appropriately.
		5.3	Sensitized to the importance of efficient and consistent record keeping practices.
		5.4	Systematic ways of observing all children are developed.

6.	Monitor children's developmental progress	6.1	Information about children's developmental progress is gathered and recorded.
		6.2	The children's strengths, talents and potential are identified.
		6.3	Strengths identified are used to guide program planning and development in fostering development of all children.
		6.4	Information is communicated to parents clearly and sensitively.
		6.5	Any concerns regarding a child's development are followed up with appropriate persons/services.
		6.6	The child's views of the social world and relationships are investigated through observation of their interactions and reflection about their communication.
		6.7	The child's thinking style is identified.
		6.8	The child's interests and emerging interests are identified.
7.	Monitor social interaction of the children	7.1	The degree of inclusiveness in the children's interactions and language is identified and strategies developed as required.
		7.2	The level of problem solving and conflict resolution skills is observed and strategies developed as needed.
8.	Carry out observations of a child's behaviour	8.1	The reasons for observing the child and the objectives of conducting observations are made explicit.
		8.2	Reasons for observing the child and the primary focus of observation are made explicit and agreed on as appropriate with parents, colleagues or other professionals.
		8.3	Observation and recording avoid disturbance of the child's natural pattern of behaviour.
		8.4	Observations are sufficiently comprehensive to generate a valid and representative description of the aspect of behaviour in question.
		8.5	Recording of observations is carried out promptly, accurate, legible and in the required formats.

9.   Use basic screening instruments
      to record observations

9.1   The reasons for observing the child and the objectives of
      the particular screening instruments are made explicit.

9.2   Any necessary agreements for a planned observation is
      made with parents, colleagues or other professionals as
      appropriate to the worker's role and responsibilities
      before the observation takes place.

9.3   Appropriate instruments for measurement or recording of
      development of the child are used.

9.4   Weight and height of child is measured accurately and
      recorded correctly.

9.5   Tasks or activities selected are appropriate to the child's
      board level of development and physical capabilities, and
      to the objectives of the observation.

9.6   Developmental observations with screening instruments
      are undertaken as part of routine activities.

9.7   Screening instruments which are age appropriate and
      free from biases and stereotypes are used.

9.8   Significant deviation from the norm during routine/regular
      check is noted and reported to the supervisor or other
      appropriate person.

9.9   The manner of the approach and the establishment of
      rapport with the child secure the child's co-operation.

9.10 Observations are carried out on an individual basis as
      well as in small and large groups.

9.11 The environment and other circumstances of the
      observation is arranged to keep distractions and
      interruptions to a minimum.

9.12 Facilitative techniques are consistent with the objectives
      of the observation.

9.13 Recording of the child's performance is carried out
      promptly, accurate, legible and in the required format.

9.14 Observations and subsequent discussions and
      interpretations are kept confidential.

10.	Use information from observations to work with others	10.1	Discussions on programs and children's needs are based on the information gained.
		10.2	Information is provided to broaden the understanding of the child.
		10.3	Information is communicated to others to improve their interaction with a child.
		10.4	Information is provided to others to improve program planning, delivery and evaluation.

RANGE STATEMEN

The Range statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

This unit of competency should be demonstrated in accordance with the following:

A child's capabilities will include their:

- physical
- emotional
- cognitive
- social
- creative
- language

Legislation, codes and national standards relevant to the workplace may include:

- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child
- EC Act 2004

Methods used to gather information may include:

- observing while participating with children in an experience
- time sampling
- anecdotal records
- asking family members
- discussions with other children
- collecting samples of children's performance
- observing children at play
- analysed activities and social interactions

Specific purposes or needs for observation include*:*

- Developmental program
- planning experiences for the child
- identifying children's abilities
- needs and interests
- identifying special needs of individual children to facilitate any necessary referral

Recording methods may include:

- written
- photography
- video recording

EVIDENCE GUIDE

Competency is to be demonstrated by effectively observing, documenting, interpreting and using information about children in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

Evidence of the following need to be demonstrated:

- the ability to ensure appropriate documentation and record keeping practices are in place
- the capacity to observe and interpret children's behaviour to contribute to program planning
- the ability to monitor children's developmental progress
- the ability to monitor social interaction of the children
- the ability to carry out observations of a child's behaviour
- the ability to use basic screening and other instruments to record observations
- the ability to use information from observations to work with others
- the ability to carry out quality observation practices

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- how to evaluate and present different types of sources and the importance of distinguishing between directly observed evidence, evidence from reliable sources, opinion and hearsay
- how to appear confident and to be assertive when passing on information and expressing concerns to other professionals
- the professional groups most likely to want information and the purposes for which this information is likely to be required including the role of case conferences and court proceedings.
- the procedures of the setting with regard to rules and limits of confidentiality for supply of information to others and to security of any documents retained
- the rights of parents to have access to information held within the setting or passed to other professionals and when and how to share such information with them
- ways in which children's development and behaviour may be affected by abuse
- sources of expert help and advice for children whose behaviour gives cause for concern and how and when to access them
- appropriate methods of communicating and negotiating with adults and children
- the importance of the relationship with parents/guardians for children regardless of whether the relationship has been abusive and how to help children and parents/guardians build more positive relationships

Underpinning Knowledge and Skills (Cont'd)

<u>Knowledge</u>
Knowledge of:

- the stresses on families and characteristics of children which make some children more vulnerable to abuse including overcrowding and impoverished environments, poor communication abilities, special needs, 'bonding' problems e.g. arising from prematurity and other reasons for lack of responsiveness/reward to parents/ guardians etc.
- key stages in children's development and awareness of their body
- opportunities provided within daily routines and different kinds of games and equipment that can help children become aware of their bodies
- the concept of children's rights and the importance of empowering children to exercise those rights
- the external factors and constraints that make it difficult for children's rights to be promoted
- importance of building trusting relationships within which children can talk about their concerns
- activities and stories to encourage children to distinguish between affectionate touching and sexual touching; good and bad secrets etc.
- strategies for building children's self confidence and assertiveness and ways of making the child care setting more responsive
- spontaneous or naturally occurring behaviour in comparison to that which is contrived for the purposes of assessment
- cultural, social and gender based influences on children's spontaneous or naturally occurring behaviour
- the reason why it is important to observe a child's behaviour on a number of occasions and in different situations
- how to and why record the features of the context when making observations of children's spontaneous or naturally occurring behaviour
- the use of technology in carrying out and recording observations of children's spontaneous or naturally occurring behaviour
- how to select and use appropriate methods for observing and recording different aspects of children's spontaneous or naturally occurring behaviour
- the role of the non-interventionist observer

<u>Skills</u>
The ability to:

- provide information as requested
- respond to requests for reports
- identify sources of information
- present reports to the appropriate person
- present reports according to time-line
- ensure confidentiality and security
- interact with children who may have been abused or neglected
- demonstrate expectations of the children's personal and social behaviour
- respond to a children's contributions
- negotiate with the child for compliance with adults requests
- manage difficult behaviour in abused/neglected children
- handle violent or destructive outbursts
- seek advice regarding continuing concerns about children's behaviour

Underpinning Knowledge and Skills (Cont'd)

<u>Skills</u>
The ability to:

- provide support and encouragement to parents/guardians
- assist the children to develop positive relationships with parents/guardians
- explain the active promotion of child Rights to parents/guardians
- provide opportunities for children to identify and label part of their bodies
- provide explanations of bodily functions to children in response to inquiries
- explain to children about their Rights and the responsibilities of adults
- give opportunities to children to exercise their Rights
- engage children in activities, stories and discussions to explore issues of personal safety
- support children in the expression of their fears, anxieties and feelings
- professionals' reasons for observing a child
- observe and record children behaviour in a manner that is unobtrusive and avoids disturbing their natural pattern of behaviour
- generate a valid and representative description of the aspect of behaviour in question
- record observations accurately, legible and in the required format

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- A childcare workplace
- Access to children's services, resources and equipment
- Access to the local environment

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Questioning – oral/written
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer
- Written test

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0162A: **Provide support for children affected by domestic and family violence**

Competency Descriptor: This unit is concerned with providing support and information to children and young people living in a home where domestic and family violence occurs. It requires an awareness of the potential effects of domestic and family violence on behaviour and development and an ability to engender confidence.

Competency Field: Community Services – Early Childhood Development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Establish confidence and rapport with children	1.1 Appropriate interpersonal skills are used to establish rapport and a trusting relationship is developed with children.
	1.2 All dealings with children reflected sensitivity to culture, family, individual differences and any specific needs.
	1.3 Environment is provided for children to identify their feelings and name, discuss their experiences and fears and learn about keeping safe.
	1.4 A safe and welcoming environment and atmosphere in which children can identify name and explore their feelings and concerns through play and art therapy with toys and art materials is provided.
	1.5 Age appropriate experiences are provided for children to feel hopeful about the future and to feel good about themselves.
	1.6 Children are made aware of their rights including services and support options, according to their age and developmental level.
	1.7 All dealings with children reflected organisational standards and procedures and comply with legislative and statutory requirements.
2. Explore issues and develop plans	2.1 Appropriate interpersonal skills are employed to ensure that the needs of children are accurately identified.
	2.2 Children who are old enough and mature enough are trained to carry out safety plans when violence occurs in the home.

		2.3	Children are taught to identify, support and talk to support about feelings and needs.
		2.4	Factors are identified that shield children living in violent homes and exposed to harm.
		2.5	Methods are employed to ensure that all relevant information is collected and assessed for complexity, urgency and safety so that priorities for service delivery can be identified.
		2.6	Culturally and linguistically appropriate information on domestic violence and parenting are used.
3.	Provide support, advocacy and information	3.1	Strategies are employed for addressing child's needs, account for their age and developmental level and their physical and emotional safety.
		3.2	Referrals are provided to appropriate institutions or agencies to ensure child's physical and emotional needs are addressed.
		3.3	Children are encouraged to have a positive relationship (with family members, neighbour, teacher and friends) that will support them during a crisis.
		3.4	The family is provided with appropriate information, education and support services that address issues of domestic violence and the effect it has on children.
		3.5	Short-term follow-up and record keeping are undertaken to help maintain child's safety and to address any further needs.
		3.6	Long term follow up is employed where appropriate.
		3.7	Organization is supported to provide a safe environment for the child.

RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the:

EC Commission's training requirement of the knowledge of child development for E.C. Practitioners and how to provide support to children affected by domestic and family violence.

Legislations, codes and national standards relevant to the workplace may include:

- Policies and Standards for Early Childhood Institutions
- Operators Manual,
- National EC Curriculum
- The Child Protection Act

- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child

Interpersonal skills may include:

- age and developmentally appropriate communication technique
- dramatic play
- art/drawings
- storytelling
- means for communicating with people with disabilities or where Creole is the preferred language
- methods of communicating with different age, religion and gender
- non-judgemental communication techniques
- cultural, sub-cultural awareness/sensitivity
- demonstrating empathy
- using appropriate body language
- reflecting, summarizing and paraphrasing
- asking open-ended questions
- maintaining confidentiality
- the ability to ask direct questions about violence in a sensitive and appropriate way
- active listening

Specific needs relating to children may include, but are not limited to those:

- who have a disability
- who come from diverse cultural and sub-cultural backgrounds
- whose parents are in same-sex relationships
- whose religious beliefs or practices need to be considered
- children with special needs (e.g. who have been abused, who have learning difficulties etc.)
- who are at risk for abuse
- way
- active listening

A welcoming environment and atmosphere would include:

- appropriate space child friendly
- toys, puppets, books and resources appropriate to various ages and which are culturally appropriate
- resources for care-giver and other family members where relevant
- music/art materials

Child's rights may include:

- rights as described in the United Nations Declaration on the Rights of the Child
- Jamaica coalition on the Rights of the child
- rights under common law
- rights under the Constitution
- rights under legislation (e.g. Freedom of Information legislation)

Legislative and statutory requirements may include:

- international conventions relating to the rights of children and young people
- relevant international conventions on civil and human rights
- freedom of Information legislation

- Child needs should be distinguishable to those of other family members and could include:

- safety and physical and emotional security
- accommodation
- access to services/information
- counselling
- ongoing assessment
- referrals to specialist services
- referrals to community support and/or education groups
- information provided to care-givers, such as parenting information
- safety plans including protective behaviour techniques

Risk may refer to child, child's family and/or worker and be indicated by the following:

- evidence of physical injuries
- threat to safety
- objective assessment of care-givers current ability to protect child/young person from further assault or harm
- feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- intimidation and harassment
- child being denied access to required medications
- being denied access to resources or required medications
- implausible explanation for injuries
- repeated requests for financial assistance
- other factors that may indicate a history of violence
- children's behaviour and developmental level
- current or previous separation
- family court and/or relationship history
- implied or actual threats to harm the worker by user of violence

Interpersonal skills may include:

- age and developmentally appropriate communication technique
- dramatic play (play out)
- art
- storytelling
- means for communicating with people with disabilities or where Creole is the preferred language
- methods of communicating with different age, religious and gender
- non-judgemental communication techniques
- cultural, sub-cultural awareness/sensitivity
- demonstrating empathy
- using appropriate body language
- reflecting, summarizing and paraphrasing
- asking open-ended questions
- maintaining confidentiality
- the ability to ask direct questions about violence in a sensitive and appropriate

Organizational standards and procedures may include those relating to:

- child protection protocols and procedures
- child/young person and worker safety
- collection and storage of information
- interview protocols and procedures
- code of conduct/code of ethics
- organizational mission statement and/or philosophy
- eligibility criteria for accessing particular services
- guidelines relating to confidentiality/client consent
- Occupational Health and Safety

Methods to collect information could include for instance:

- interviews with child, his/her family, significant others and carers
- case documentation
- using specialist communicators
- information from professionals including medical reports and psychological and developmental assessment
- information from service providers including child protection authorities
- use of specific child appropriate tools, e.g. puppets, sand-play, toys, drawing, and storytelling , dramatization

Follow-up of children should be conducted in their environment may include:

- checks with referred agencies to ensure that they appropriately met child/young person's needs
- contacts the child, face-to-face interview
- with a qualified and appropriate interpreter if needed, or other specialist assistance

Appropriate persons include:

- organizational management, colleagues, supervisor, principals
- acknowledged domestic violence specialists
- government representatives and service providers
- specialist support services
- family members, friends, care-givers
- child protection workers, children's service workers or any worker specializing in working with children

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range Statements.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

Its purpose is to use appropriate interpersonal skills and knowledge to provide support to children affected by domestic violence to obtain relevant client information and respond appropriately.

Assessment of performance should be over a period of time covering all categories within the Range of Variables statements that are applicable in the learning environment.

(1)   Critical Aspects of Evidence

Assessment must confirm the ability to:

- establish trust and confidence with children through age and developmentally appropriate interpersonal styles and methods
- provide a welcoming and safe environment for children using age and developmentally appropriate resources
- assist children and their care-givers to make informed choices by providing them with age and developmentally appropriate information

Critical Aspects of Evidence (Cont'd)

- Identify and assess children's needs and develop strategies to address them considering their physical and emotional safety and the wishes of their care-giver/parent, if appropriate
- access and utilize age and developmentally appropriate communication resources (e.g. toys, puppets, drawings)
- ensure that any further needs of children are met by providing appropriate follow-up actions
- accurately interpret and comply with legal and procedural requirements

(2)   Pre-requisite Relationship of Unit

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- the effect of exposure of domestic violence on the child's emotional, social and cognitive development
- factors that may cause children to behave differently when expose to domestic violence
- ways in which some children react differently to the exposure of domestic violence
- the links between domestic violence and other forms of child abuse such as sexual abuse, physical abuse, psychological abuse and neglect
- the legal obligations, and legislative requirements particularly in relation to child protection
- current organizational procedures, practices and standards for child assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources
- services available for children and their families that they can access within the community
- various groups represented within the local community (e.g. cultural, religious, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- specific limitations of work role, responsibility and professional abilities
- own values and attitudes and their potential impact on children
- age and developmentally appropriate resources and strategies
- knowledge of children's development, language levels and learning

Skills
The ability to:

- respond sensitively to disclosures, to maintain confidentiality within parameters of legislation and organization's procedures when working with children affected by domestic violence
- use appropriate assessment skills for a broad range of unpredictable problems involving analysis, assessment and evaluation - for example, identifying varying levels of risk to a child's safety
- use problem solving skills for a defined range of predictable problems, for example when child's needs are identified as lying outside a worker's particular professional role the worker should be able to provide current information about appropriate services
- collaborate skills between worker and child, and between services and workers across occupational groups

<u>Skills</u>
The ability to: (Cont'd)

- select age and developmentally appropriate facilitation skills such as questioning and active listening (paraphrasing, clarifying, summarizing, story telling) techniques, including non-judgmental and empathic approaches
- use age and developmentally appropriate literacy and communication skills for presentation of information to children
- provide an environment for children to identify and explore their feelings
- provide play therapy with a variety of play media, such as art supplies, sand play, storytelling aids, and toys for dramatic and fantasy play through which they recreate the emotional experiences they are struggling with internally
- ensure portfolio/ record of child's work, homework and weekly performance

(4)   Resource Implication

Assessment requires access to a range of competency defined in the range of Variables this includes:

- assessment conducted in local environment
- child specific resources
- access to children's services, resources
- access to child's portfolio

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

  It may be possible to assess more that one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Evidence will be determined by selection from the Range of Variables, justified in terms of work requirements, work roles and responsibilities and occupational specializations.

Evidence for assessment of competence may be gathered by appropriate combination of the following:

- demonstration of competency within the working environment in supporting children affected by domestic violence
- where there is not an opportunity to cover all of the Range of Variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- observation of processes and procedures, oral and/or written questions on underpinning knowledge and skills and consideration of required attitudes
- where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors or other appropriate persons
- review of any documentation produced by the candidate related to supporting children affected by domestic violence

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0172A: Facilitate the emotional development of children

Competency Descriptor: This unit deals with the skills and knowledge required to foster and enhance emotional and psychological development of children in early childhood institutions

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Promote the child's exploration and development of identity	1.1	Learning materials and resources are chosen which provide positive and non stereotypical images of children and adults.
	1.2	Children are encouraged to explore a variety of roles in their play.
	1.3	Children are encouraged to take pride in their own racial identity, gender identity and abilities.
	1.4	Experiences are designed to provide opportunities to explore issues of self image and identity in ways that are appropriate to the children's level of development.
	1.5	Children are provided with a wide range of opportunities to develop their strengths and abilities.
	1.6	Experiences are designed for children to recognize and name their feelings.
2. Promote the child's developing a sense of competence	2.1	Experiences are selected which at times present a challenge.
	2.2	Challenging experiences are designed within the children's needs, interests and capabilities.
	2.3	Children are encouraged to respond to "mistakes" as opportunities to learn.
	2.4	Children's confidence and self esteem are monitored while attempting more challenging activities.
	2.5	Acknowledgment and support are given to children who are experiencing frustration.
	2.6	Experiences are developed in conjunction with the children.
	2.7	The child is involved in increasingly more significant decision making.

3.	Foster children's autonomy/ independence	3.1 Opportunities to develop self help skills and independence are provided.
		3.2 Opportunities are provided for children to make choices, in appropriate ways.
		3.3 Children are encouraged to accept responsibility for their own actions.
		3.1 Opportunities are created for children to participate in decision making.
		3.2 The child is involved in increasingly more significant decision making.
4.	Foster each child's self esteem and developing self concept	4.1 Opportunities are planned for children to experience their individual strengths.
		4.2 Experiences are selected which present a challenge within the child's needs and capabilities.
		4.3 The child's confidence is monitored while attempting more challenging activities.
		4.4 Acknowledgment and support are given if the child experiences frustration.
		4.5 Individual differences are acknowledged and respected.
		4.6 Children's cultural background are acknowledged and reflected in activities and routines.
		4.7 Children's achievements are acknowledged and appreciated.
		4.8 Children's expression is encouraged by verbal and non verbal responses from the worker.
		4.9 Children are encouraged to verbally express their feelings about their actions and needs.
5.	Encourage the children to identify, name, express their ideas, feeling and needs	5.1 Children are listened to attentively to encourage them to express their needs.
		5.2 Children are asked to name a range of feelings and needs.
		5.3 Expectations about how children express their feelings are related to the child's stage of development.

		5.4	Children are shown socially appropriate ways to express their feelings.
6.	Encourage children to support each other	6.1	Children are encouraged to respect each others individual needs, abilities and interests by worker's comments.
		6.2	Children are encouraged to understand others feelings.
		6.3	Supportive, encouraging language and body language are modelled.
		6.4	Children are encouraged to react appropriately to others.
		6.5	Acknowledgment is given to children when they support each other.

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation

Legislations, codes and national standards relevant to the workplace may include:	This unit of competency should be demonstrated in accordance with the:
• Policies and Standards for Early Childhood Institutions • Operators Manual, • National EC Curriculum • The Child Protection Act • The Early Childhood Commission Act, 2003 • The Child Care and Protection Act, 2004 • The Conventions on the Rights of the Child	• EC institution's policies and procedures for facilitating the emotional development of children

Characteristics of children may include:	Age range may include:
• Those with special needs (Sickle cell disease, abused. HIV/AIDS etc.) • Children of differing socioeconomic and cultural background • Children who have difficulty with self image and identity • Those who have difficulties with peer group acceptance	• Birth to 2 years • 3 years • 4 to 5 years • 6 to 8 years

Interaction may be with:

- Children of same age
- Children of different age
- Adults

Special occasions may include:

- birthdays, festivals
- celebrations of achievements
- religious occasions – Christmas, Easter
- community events
- cultural significant days
- beginning and end of term

Diversity among children may include differences due to:

- gender
- family background and lifestyle
- race, culture and religious belief
- age/maturity
- abilities and disabilities
- interest, temperament and preferences
- socioeconomic factors

Non-stereotypical images may include:

- children and adults of both genders engaging in a range of activities
- children of a range of races
- children with a range of abilities
- different family compositions
- people from a variety of cultural backgrounds together

Encouragement of children to develop emotionally will vary according to the age of child:

For babies and infants:

- responding to non-verbal communication and crying

Location may be:

- Indoors
- outdoors

Support agencies may include:

- educational and psychological services
- child health services
- child development agency
- family court

Opportunities for experiences with an emotionally enriching and expressive component should include:

- socio dramatic play
- movement
- picture reading, listening to music, watching video etc
- creative arts such as painting, drawing etc

For 3 to 5 years:

- expression through activities such as clapping, stamping
- expressing their feelings through paintings, drawings, dramatic play and other creative activities
- identifying and naming their feeling verbally

For toddlers:

- expression through activity as well verbally
- encouraging children to identify and name their feelings

Effective programmes for emotional development should include:

- emotional skills
  - Identifying and labeling feelings
  - Expressing feelings
  - Assessing the intensity of feelings
  - Managing feelings
  - Delaying gratification
  - Controlling impulses
  - Reducing stress
  - Knowing the difference between feelings, emotions and actions
- behavioral skills
  - Non-verbal – communicating through eye contact, facial expressiveness, tone of voice, gestures etc.
  - Verbal – making clear requests, responding effectively to criticism. resisting negative influences, listening to others, helping others, participating in positive peer groups

- cognitive skills
  - Self-talk –conducting an "inner dialogue" as a way to cope with a topic/challenge/reinforce one's own behavior
  - Reading and interpreting social cues – recognizing social influences on behaviour and seeing oneself in the perspective of the larger community
  - Using steps for problem-solving and decision making – controlling impulses, setting goals, identifying alternative actions, anticipating consequences.
  - understanding the perspective of others
  - understanding behavioral norms
  - a positive attitude towards life
  - self-awareness

Components of emotional development includes:

- recognizing and naming feelings
- managing emotions and impulses
- having empathy for others
- setting goals
- developing good coping skills
- the art of compromise

EVIDENCE GUIDE

Competency is to be demonstrated by effectively facilitating the emotional development of children in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

Evidence of the following must be seen:

- demonstrated ability to provide a safe and secure environment which enables children to explore and develop a sense of competence
- ability to respond to children's emotional needs that gives due regard to child's age, culture, development and need

Critical Aspects and Evidence (Cont'd**)**

- demonstrated ability to evaluate the emotional and psychological stage of children and to plan activities which will enhance their development
- the ability to foster children's development of self-awareness, self-concept and self-esteem
- the ability to create opportunities and activities that encourage children to identify, name, and express their feelings, needs and ideas
- the provision of opportunities for children to support each other

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- children's emotional development including milestones birth to 8 years
- emotional intelligence theory of Daniel Goleman
- theories of child development related emotional development – Frued Psycho-sexual theory, Piajet's (stranger anxiety) theory, Brofenbrenner's Ecological systems theory
- attachment in infancy (bonding)
- temperament and its effects on adult/child ratio
- relationship between aspects of social, physical, cognitive, and language development
- cultural awareness and its importance in the development of self
- contextual factors which influence the child's emotional development
- the difference between feelings, emotions and actions
- factors which enhance the development of self-esteem and self identity
- identify development processes within the child's cultural system
- observation techniques, to include report and evaluation processes
- activities which stimulate child-child, child-adult interaction
- interactions to be expected according to the developmental stage of child
- levels and variety of modes of communication according to age and ability of the child
- the importance of being aware of appropriate observational behaviour of adults
- questioning techniques to be used with adults
- the development of self-image and identity in young children from birth to 8 years
- the special needs with regard to identity development of different soci-economic groups
- the difficulties which may be experienced by children with special needs in developing a positive self-image and identity
- methods of reinforcement of children's positive self image
- methods of showing approval for children's efforts and why this is important for a child's self image
- the planning, provision and evaluation of activities and experiences which explore issues of self image and identity in accordance with appropriate developmental levels
- the importance of selecting and providing materials and resources which promote positive and non-stereotypical views of children and adults and provide positive role models
- strategies for the promotion among colleagues and other adults including parents of realization of the importance of a non-stereotypical view of children and adults

Knowledge
Knowledge of: (Cont'd**)**

- a variety of techniques and resources to encourage active exploration among children of different roles and identities in their play
- the importance of discussion, planned and incidental, of gender, culture, religion and disability in the promotion of positive identity
- patterns of behaviour in young children which may be symptomatic of poor self-image or disturbed identity and when and to whom appropriate referral should be made
- the roles of professional workers to whom the worker can refer children for special advice and/or treatment e.g. senior colleague, social worker, educational psychologist, clinical psychologist, child psychiatrist, pediatrician etc

Skills
The ability to:

- set up activities appropriate to children's stage of emotional development
- create opportunities which allow free interaction to take place between child-child and child-adult
- observe and respond to adults observing and listening to children
- praise and recognize children's personal qualities, achievements and behaviour
- plan activities/experiences to provide opportunities to explore issues of self image and identity\
- encourage children to identify, name and express their feelings, ideas and needs
- provide learning materials and resources with positive/non stereotypical images
- use resources/networks in the community to provide positive role models for all children
- encourage children to explore roles and identities in their play and discussions
- recognize signs of low self image/disturbed identity development
- recognize problems with inability to manage impulses
- seek advice from an appropriate person about concerns noted
- accept each child's rate of development, needs, interests and strengths
- plan developmental appropriate activities
- apply interpersonal skills
- apply team building skills
- apply time management
- listen attentively
- empathize, that is, ton understand others perspective
- value differences among children – stage of development, needs, interests, strengths

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- a childcare workplace
- access to children's services, resources and equipment
- access to the local environment

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Questioning – oral or written
- Interviews with candidate, candidates peers and supervisor
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0182A: **Facilitate the development of the exceptional child**

Competency Descriptor: This unit seeks to outline the competencies needed to facilitate the
                          development of the exceptional learner within the community.

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Examine the nature and needs of children with exceptionalities.	1.1 General information about the characteristics of each exceptional group is identified.
	1.2 Information regarding children's needs is identified and used in providing community services appropriately.
	1.3 Programmes are developed to promote the positive images of children with exceptionalities.
2. Demonstrate commitment for providing quality community services for children with exceptionalities	2.1 Issues affecting children with exceptionalities in accessing community services are identified.
	2.2 Effective network of community services that are easily accessed by children with exceptionalities are developed and maintained.
	2.3 Information about services and barriers preventing clients from accessing services are made available.
	2.4 Support and assistance are provided for children with exceptionalities in receiving quality community services.
3. Support rights interests and needs of children with exceptionalities.	3.1 Responsibilities in assisting clients in realising their rights are outlined.
	3.2 Appropriate mechanism to assist children with exceptionalities is developed to access all community services, with special provision and concessions for the most vulnerable of the population.

4.	Make available community services to children with exceptionalities.	4.1	A directory of available community services is developed to assist children in identifying the different services.
		4.2	Community service providers are collaborated with to identify which services are needed for children with exceptionalities.
		4.3	Community services gear towards developing the capabilities of families to respond to the needs of exceptional children in the family are identified and provided.

RANGE STATEMENT

The Exceptional Learner

- The exceptional child may include an individual whose physical, mental, or behavioural performance deviates substantially from the norm, either higher or lower. This person may not necessarily be one with a disability. Children with exceptional characteristics may need additional educational, social or medical service.

This unit of competency should be demonstrated in accordance with the:

EC institution's policies and procedures for facilitating the development of the exceptional child

Age range:
- Birth – 1 year
- 1 – 2 years
- 3 years,
- 4 and 5 years
- 6 – 8 years

Information on Community Services may include:

- Network of community services
- List of suitable services for clients
- Information of community service organizations
- Resources

Key areas in community service may include:

- Public education
- Advocacy
- Lifestyle support

Legislation, codes and national standards relevant to the workplace may include:

- National Early Childhood Policies and Standards
- Operators Manual,
- National EC Curriculum
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act 2004
- The Convention on the rights of the child
- Caribbean Plan of Action

Issues may include:

- Access to services for children with exceptionalities
- Meeting individual needs and personal goals of children with exceptionalities

- Community development
- Community access
  Family support

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

Candidates should effectively demonstrate the ability to:

- Identify Issues facing clients and available community services for meeting the needs of the clients
- Identify and list the needs and rights of children with exceptionalities
- Describe the nature and needs of children with exceptionalities
- Demonstrate awareness of own attitude to children with exceptionalities

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- characteristics of children with exceptionalities
- networks in the exceptionality sector
- different client needs according to different exceptionalities
- empowerment in relation to children with exceptionalities
- principles of access and equity
- principles of practices and confidentially
- organisational policies, practices and programmes relating to community services

Skills
The ability to:

- communicate effectively to meet the needs of the diverse group
- maintain directory of community services
- ask questions and follow instructions
- identify risks
- establish and maintain contact with key persons/agencies
- adapt and implement strategies to meet the needs of children with exceptionalities

(4)   Resource Implications

- access to appropriate agencies/institutions where community services are accessed
- videos
- handbook
- studies

(5)   Method of Assessment

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

- Observation
- written test
- Project
- case study

(6)   Context of Assessment

This unit will be assessed in the various places offering community services under the normal range of community conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0132A: **Deliver and monitor service to clients**

Competency Descriptor: This unit covers the skills and knowledge required to identify
                           customers' needs and deliver quality service to customers.

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify customers' needs	1.1 Customers' needs and expectations are clarified and accurately identified using appropriate interpersonal skills.
	1.2 Customers' needs are assessed for urgency to determine priorities for service delivery in accordance with organisational requirements.
	1.3 Customers are provided with information about available choices for meeting their needs and assisted in the selection of preferred options.
	1.4 Limitations in addressing customers' needs are identified and appropriate assistance is sought from designated individuals.
2. Deliver a service to customers	2.1 Service is provided promptly to customers to meet identified needs in accordance with the requirements of national standards and policies.
	2.2 Appropriate rapport is established and maintained with customers to ensure completion of the delivery of a quality service.
	2.3 Customers' complaints are handled sensitively and courteously in accordance with organisational requirements, National Standards and Policies.
	2.4 Customers with special needs or assistance are responded to in accordance with National Standards and Policies.
	2.5 Available opportunities are identified and used to promote and enhance services and products to customers.
3. Monitor and report on service delivery	3.1 Customer satisfaction with service delivery is regularly checked in accordance with organisational requirements, National Standards and Policies.

		3.2	Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements.
		3.3	Customer feedback is regularly sought and used to improve the provision of service delivery programme.
4.	Ethical and professional consideration for monitoring and delivery of programmes and services	4.1	High Standards of professionalism is adhered to.
		4.2	Programmes and services are delivered to customers in a caring manner.
		4.3	Positive values and attitudes are transmitted.

RANGE STATEMENT

The Range statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

Legislations, codes and national standards relevant to the workplace may include:

* Policies and Standards for Early Childhood Development
* Operators Manual,
* National EC Curriculum
* The Child Protection Act
* The Early Childhood Commission Act, 2003
* The Child Care and Protection Act, 2004
* The Conventions on the Rights of the Child
* National Primary Curriculum

This unit of competency should be demonstrated in accordance with the:

* EC Commission's training requirement of the knowledge of child development for E.C. Practitioners
* Institutional and National supervisory and evaluative processes

Customer needs and expectations may relate to:

* On-going curriculum revision and development
* Revised/updated Standards and policies
* New development and findings through research
* On-going evaluation
* On-going training and professional development of service providers

Appropriate interpersonal skills may include:

* using appropriate body language
* applying effective communication skills
* seeking feedback from the customer to confirm appropriateness of programmes and services

Customers can be:

* children birth – 8yrs
* parents and caregivers
* other stakeholders

Customers' complaints may include:

* service errors
* service not delivered on time
* customer satisfaction with service quality

Organisational requirements may include:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for services
- pricing policies
- refund policy and procedures

Customers with special needs may include:

- disabilities
- language
- beliefs/values
- religious/spiritual observances
- gender, age
- culture
- young children at various stages of development

Opportunities for enhancing quality of service may include:

- procedures for delivery of service
- on-going training and professional development
- compliance with required policies and standards
- on-going monitoring, supervision and evaluation

Customer Complaints may include:

- level of training and professional
- development of service providers
- quality of programmes and services
- Institutions meeting minimum
- Standards

Verifiable evidence may include:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed customers
- service calls
- complaints

Designated individuals may include:

- supervisor
- customers
- colleagues

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

(1)   Critical Aspects of Evidence

- Identifying needs and priorities of customers
- Compliance with policies, standards and institutional requirements
- Delivery of programmes and services in a professional and ethical manner
- Improving programmes and services through monitoring, assessment and evaluation

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- the relevant legislation from all levels of government that affects Early Childhood Development (ECD) sector
- ethical and professional codes and services of the ECD sector
- understanding the organisation's business structure, products and services
- organisation's policy and procedures for customer service including handling customer complaints
- service standards and best practice models
- the principles of quality assurance
- working with parents and community
- Consultation methods, techniques and protocols
- techniques for dealing with customers, including customers with special needs

Skills
The ability to:

- use verbal and non-verbal communication effectively
- assess information for relevance and accuracy; source additional information as required
- technology skills including the ability to select and use technology appropriate to a task
- problem solving skills to deal with effective delivery of ECD programmes and services
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- abilities to develop caring and nurturing relationships

(4)   Resource Implications

Competency in this unit may be assessed through access to:

- childcare workplace
- children services, resources and equipment
- the local environment

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of institutions, programmes, stakeholders and clients.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning –oral /written
- performance assessment
- supporting statement from supervisor or previous employer, colleagues

(6)   Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the critical Employability Skill Levels at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skill.

CSEECD0092A: Plan, implement and evaluate daily activities for children

Competency Descriptor: This unit describes the skills and knowledge required to appropriately plan and satisfactorily implement and evaluate activities that help develop children within each age band.

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Plan activities and experiences to facilitate children's learning and development	1.1	Information about the children and their particular developmental needs is appropriately sourced.
	1.2	Planned activities reflected: • an integrated approach • The use of the National Early Childhood Curriculum
	1.3	The children's developmental needs are realistically determined.
	1.4	Learning activities planned are consistent with identified needs of the children and applicable within a varied framework.
	1.5	Activities and experiences that made the best use of physical resources of the setting are planned.
	1.6	Plans incorporated strategies to promote the development of positive attitudes in children.
	1.7	Planning is sufficiently flexible to what children do, and accommodated unplanned or spontaneous learning opportunities.
	1.8	Resources in the local communities, cultural connections and special events that inform long-term plans are sourced.
	1.9	Plans are developed and adapted in consultation with relevant individuals to meet children's changing needs.

2.	Implement activities and experiences planned for children	2.1	Activities and experiences implemented are consistent with agreed plans.
		2.2	Equipment and materials selected are appropriate to planned activities and experiences and satisfies health and safety requirements of the setting.
		2.3	The layout of equipment and activities optimised children's access.
		2.4	Children are helped to choose, participated in and enjoyed planned activities in ways appropriate to each child's level of development and to the nature of the activities.
		2.5	Planned activities are given adequate time and sufficient resources.
		2.6	Plans are modified or equipment and activities are adapted to suit the needs of individual children.
		2.7	Unplanned or spontaneous learning opportunities which engaged children's interest are responded to while ensuring their health and safety.
3.	Evaluate activities and experiences planned for children	3.1	Appraisal of children's participation in and enjoyment of activities is allowed for realistic conclusion.
		3.2	Effect of planned activities in meeting children's identified learning and development needs are analysed against information gathered from relevant sources.
		3.3	The style and quality of direct involvement with children encouraged their participation in activities.
		3.4	Response to unplanned or spontaneous learning opportunities is assessed against evidence of children's extended learning and sustained health and safety.
		3.5	The children's own response, suggestions and preferences are appropriately utilised in evaluation of activities and experiences planned for them.
		3.6	The effectiveness of planned activities and experiences are evaluated based on available relevant information.
		3.7	Modification and development of activities and experiences reflected outcome of evaluation.

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:

Legislations, codes and national standards relevant to the workplace may include:

- Policies and Standards for Early Childhood Institutions
- Operators Manual,
- National EC Curriculum
- The Child Protection Act
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child

Physical facilities:
- indoors:
    - adequate, safe non-slip floor space;
    - child friendly
    - well ventilated
    - clean
- outdoors:
    - fenced play areas
    - equipment splinter-free, screws,
    - nuts, bolts securely fastened,
    - no obstructions,
    - stay- clear zones around swings

Material and equipment:

- developmentally appropriate,
- adequate supply

Attitudes that should be demonstrated include:

- Consideration for the feelings desires and interests of children's developmental stages so that activities are developmentally appropriate.
- The capacity to convey to children both acceptance of and interest in their culture, family and community.
- Knowledge of the rights of children to equal opportunities to develop to their fullest potential.
- The capacity to motivate support staff and encourage their personal development

This unit of competency should be demonstrated in accordance with the:

- EC Commission's training requirement for planning, implementing and evaluating daily activities for children

-

Evaluation processes take into account:

- obstacles encountered in implementation
- spontaneous learning opportunities which occurred and diverted plans
- the responses and expressed preferences of children
- the ideas of parents
- the potential for future development of the programme

Location to include:

- indoors
- outdoors

Age range may include:

- birth to 2 years olds
- 3 years olds
- 4 and 5 year olds

Plans may include:

- sessional
- short term
- long term

EVIDENCE GUIDE

Competency is to be demonstrated by effectively planning, implementing and evaluating daily activities for children in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

Evidence of the following should be demonstrated:

- scheduled activities were developmentally appropriate
- the emotional and psychological stage of each child evaluated
- each child's rate of development, needs, interests and strengths appreciated
- team building and time management skills demonstrated
- correct decisions made under pressure

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- the planning and evaluation process
- the need for planning to be based on observation and assessment of individual children
- how to use the integrated National EC curriculum
- the background and previous experience of the children in the group
- the need for a balance in activities and experiences to ensure breadth of experience and learning, progression, continuity and the opportunity to practice skills
- the need to plan activities which reflect the social and cultural background of the children and which promote equality of access and continuity of experience and development
- the relevance and value of particular individual and group activities in promoting children's learning and development
- how to match activities to needs and level of development for the individual child or group
- when and how to involve children and parents/guardians in planning
- how to plan within a given time frame
- the need to take account of health and safety issues when planning
- stereotypic assumptions often made in assessing children's level of development and how to avoid them
- the resources available in the community

Knowledge
Knowledge of: (Cont'd)

- the role that other workers play in providing an overall framework for curriculum planning
- strategies to employ when implementing activities
- the need for implementation broadly to reflect planning intentions
- how to provide appropriate activities in an attractive, imaginative and stimulating way
- how and when to provide activities which are calming and soothing
- how to use own time and the children's time effectively where and how to obtain
- and use material and human resources
- how to use and adapt existing and readily available resources in an innovative and flexible manner
- how to use space effectively, imaginatively and safely
- how to make the best use of indoor and outdoor environments in implementing plans
- the need to adapt or modify planned activities to suit children's needs and interests and to capitalise on unplanned learning opportunities
- the characteristics and potential uses of a variety of equipment and material suitable for young children
- the health and safety requirements of the setting
- Vygotsky's theory of cognitive development
  - zone of proximal development
  - scaffolding
- the Montessori approach
- periods of time for which children at various stages of development are capable of sustaining concentration
- simple record keeping techniques
- the purpose of evaluation
- how to set and use criteria for evaluation
- methods of monitoring, observing and recording for evaluation purposes
- methods of self-evaluation
- how to present evaluation information in suitable forms for different people/purposes
- how to use evaluation information in further planning
- how to link evaluation to children's development
- how to contribute to team evaluation as appropriate

Skills
The ability to:

- gather information about children and their developmental needs
- planned integrated activities based on the National EC Curriculum
- apply Vygotsky theory of cognitive development and Montessori approach when planning, implementing and evaluating integrated activities for children
- estimate range of individual children's developmental needs
- develop activities with learning potential to meet identified needs of children
- make plans for the layout of materials and equipment
- make plans to promote development of positive attitudes
- encourage participation of children in the planning process
- make use of community resources in long term planning
- include parents/guardians, colleagues and other professionals in developing and adapting plans
- provide activities and experiences as planned

Skills
The ability to: (Cont'd)

- use appropriate equipment and materials
- ensure appropriate layout of equipment and materials
- assist children to choose, participate in and enjoy planned activities
- provide children with appropriate lengths of time to enjoy activities
- modify equipment or adapt activities as needed
- to appraise activities through observing and interacting with children
- to analyse the contribution made by planned activities in meeting children's needs
- examine style and quality of own direct involvement with children in a process of self evaluation
- assess response of children to unplanned or spontaneous learning opportunities
- note children's own responses, suggestions and preferences
- evaluate effectiveness of plans and activities
- use outcome of evaluations of activities in future planning
- plan and evaluate process
- extract information from individuals
- manage time
- involve other workers in plans
- employ appropriate strategies where implementing activities

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes access to:

- an early childhood service provider workplace
- children's services resources and equipment
- access to the local environment

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:
- review of daily plan
- direct observation
- questioning – oral \ written
- interview – supervisors, peers, children
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

This unit should be assessed either on the job for a range of age groups and a range of conditions over a number of assessment situations. Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBSBM0012A: Craft personal entrepreneurial strategy

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

Competency Field: Small Business Operations

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Demonstrate knowledge of the nature of entrepreneurship	1.1	Concepts associated with entrepreneurship are clearly defined.
	1.2	Factors which influence entrepreneurship in and outside of Jamaica are correctly identified and explained.
	1.3	The importance of entrepreneurship to economic development and employment is explained clearly.
	1.4	The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format.
	1.5	Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1	Relevant research is carried out and required entrepreneurial characteristics identified.
	2.2	Entrepreneurial characteristics identified are assessed and ranked.
	2.3	An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated.
	2.4	Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.

3.	Develop self-assessment profile	3.1	Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used.
		3.2	The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated.
		3.3	Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained.
4.	Craft an entrepreneurial strategy	4.1	A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed.
		4.2	Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined.
		4.3	Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews.
		4.4	Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed.
		4.5	Goals established are specific and concrete, measurable, relate to time, realistic and attainable.
		4.6	Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.
		4.7	Potential problems, obstacles and risks in meeting goals are identified.
		4.8	Specified action steps that are to be performed in order to accomplish goals are identified.
		4.9	The method by which results will be measured is indicated.

4.10   Milestones for reviewing progress and tying these to specific dates on a calendar are established.

4.11   Sources of help to obtain resources are identified.

4.12   Evidence of the ability to review process and periodically revise goals is demonstrated.

RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

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

Influencing factors to include:

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

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress milestones and reviews

EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

(1)   Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- personal entrepreneurial profile systems
- effective management systems:
  marketing, operations/productions,
  finance, administration, law
- how to measure feedback
- the method of developing a personal
  plan
  and a business plan
- understanding the difference between
  entrepreneurial culture and
  management culture

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular
  situation
- effectively plan and execute activities
- use computer technology to undertake
  assessments

(4)   Resource Implications

The following resources should be made available:

Personal computer with access to the internet and appropriate software that will enable one to
conduct the necessary analysis using the internet

(5)   Method of Assessment

A useful method of assessment is to determine if the venture can stand up to the test of critical
evaluation.

(6)   Context of Assessment

This stage of the entrepreneurial process is assessed when comparisons are made between
actual outcomes and plans/projections.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSEECD0122A: Support parents in their parenting role

Competency Descriptor: This unit describes the knowledge and skills required to facilitate
                          effective and appropriate professional relationship with parents in
                          their parenting role.

Competency Field: Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Maintain a professional relationship with parents	1.1 Communication with parents/guardians is made clear that their presence in the childcare setting is welcome.
	1.2 Parents/guardians are addressed by their preferred names and titles.
	1.3 Where communication difficulties are experienced, help is sought from an appropriate source.
	1.4 Interaction with parents/guardian indicated the high priority attached to the role of the parents/guardian as the most knowledgeable person about his or her children.
	1.5 Information given is kept confidential.
	1.6 Parent is referred to appropriate person for information outside the practitioner's scope of responsibility.
	1.7 Sensitive and appropriate response to parent's/guardians' behaviour is given taking into account relevant impacting issues.
	1.8 Communication with parents/guardians is consistent with the requirements for confidentiality of the setting.
2. Implement settling-in arrangements with parents/guardians	2.1 Policies, routines and special activities are discussed with parent/guardians understanding and agreement.
	2.2 Mutual arrangement on care is established as far as possible within the constraints of the setting.
	2.3 Settling/ arrangements are implemented taking into account the needs of children.
	2.4 Adherence to arrangements with parents/guardians takes account of children's interest and safety.

		2.5	Parents/guardians are encouraged to stay with their children where practicable.
		2.6	Parents/guardians are offered reassurance and opportunities for checking on children's welfare.
		2.7	Manifestations of parents'/guardians/ anxieties and negative feelings are responded to in a non-judgemental manner.
3.	Provide information for parents /guardians about their children	3.1	Records/reports of significance and other information are provided to parents/guardians are accurate.
		3.2	Information is documented according to organization guidelines and legislative requirements.
		3.3	Information on activities shared with parents/guardians extends their understanding of how these activities meet their children's needs and develop their potential.
		3.4	Information about children's welfare and development is shared with parents/guardians according to agreed practices of the setting and to the area of responsibility of the worker.
		3.5	Positive aspects of their children's efforts, achievements and behaviour are identified to parents/guardians in ways, which enable them to feel proud of children and value their efforts.
		3.6	Concerns are listened to in a respectful manner.
		3.7	The child's progress and needs are discussed with the parent with sensitivity to the parent's feelings.
		3.8	Sufficient time is given according to the seriousness of the concern and the level of the parent's distress.
4.	Facilitate the involvement of parents/guardians in children' care and development	4.1	The involvement of parents/guardians in children's care and development are in relation to the policies of the setting.
		4.2	Procedures for emergencies are established with parents/guardians and followed as appropriate to the nature of the emergency.
		4.3	Response to parents'/guardians' concerns and anxieties about their children offers reassurance and encouragement to seek advice from appropriate sources.

4.4   Ideas and views about managing children's behaviour are exchanged with parents.

4.5   Strategies that the parent is already using that are effective are reinforced.

4.6   Intervened in disputes amongst children when a parent is present to enforce the roles of the workers.

4.7   Situations causing concerns are discussed with family members to obtain a clear understanding.

RANGE STATEMENT

The Range statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole

The following variables may be present

Legislations, codes and national standards relevant to the workplace may include:

- Policies and Standards for Early Childhood Institutions
- Operators Manual,
- National EC Curriculum
- The Child Protection Act
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child

This unit of competency should be demonstrated in accordance with the:

- EC institution's policies in relation to supporting parents in their parenting role

Characteristics of parents/guardians may include:

- new, established parents/guardians who are not members of the predominant cultural and linguistic group of the setting
- parents /guardians who are not keeping to the centre's/carer's organisational arrangements
- those who are able to stay for extended periods
- those who are only available for limited periods
- those from different social and cultural backgrounds
- those who are rarely visiting the setting
- parents/guardians who are experiencing particular difficulties in parenting
- parents/guardians who wish to continue breast feeding

Strategies to develop trust in the service may include:

- developing a rapport with the child first
- remembering and using names of the child/children on each visit and using information gathered previously
- offering non threatening assistance in the first instance e.g. toys

Characteristics of children may include:

- children with/without previous experience of care outside the home
- children where a third party (e.g. Social services/worker) is involved
- breast fed babies
- children with disabilities

Support may be provided by such means as:

- toy libraries
- mobile services
- play groups
- home visiting
- respite care
- advice and information
- referral

Families may require support due to*:*

- isolation due
- additional needs of their child
- crises and emergencies
- victimization
- financial constraints

Financial constraints may include:

- Referrals to supervisor
- Government agencies
- Church groups
- Community support group

Language and communication which will suit a family's needs may require:

- informal, colloquial style or formal style of communication

Types of information may include:

- health and welfare of the child
- routines and activities
- progress and achievements
- access to children for collection
- positive/negative information

Relevant issues may include:

- the needs of the child
- the requirements of parents/guardians
- the child's previous experience
- the requirements of the setting
- the child's cultural background
- functional development of the child

Impacting issues may include:

- personal and cultural variations in child rearing values
- practices and factors affecting parents'/guardians' lives and self-confidence
- family structure

Age band may include:

- birth-1year
- 2-3 years
- 4-8 years

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence:

Evidence of the following needs to be demonstrated:

- The ability to maintain a professional relationship with parents
- The ability to implement settling-in arrangements with parent/guardians
- The ability to provide information for parents/guardians about their children
- The ability to facilitate the involvement of parents/guardians in children care and development

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- the concepts and implications of shared care and partnership with parents/guardians
- the kinds of information likely to be needed by parents/guardians
- methods of establishing relationships with parents/guardians who are not of the predominant cultural and linguistic group that the career deals with, including sources of additional help and information
- the policy of the setting concerning confidentiality of information including rules relating to children under supervision by children's services and medical records
- parents'/guardians' right under the relevant legislation
- sources or causes of distress in parents/guardians
- types of behaviours often exhibited by parents/guardians
- how children at different ages are likely to react to separation from parents/guardians and transition from one type of setting to another
- the arrangements for settling-in and how to communicate these to parents/guardians
- differing theories about settling-in and separation from parents/guardians and their implications for practice – Theorists (Freud, Erickson, Vygotsky)
- key areas on which clear policies and mutual agreement should be establishes e.g. routines, boundary setting, emergencies
- the difficulties faced by children and parents/guardians whose cultural and language background is different from the predominant culture and language of the setting
- why exchange of information is beneficial to parents/guardians, children and staff
- the types of information needed from parents/guardians and how to obtain it, record it and keep it up to date
- the types of information needed by parents/guardians and how to communicate it effectively
- strategies for sharing and exchange of information which take account of the need for flexibility and sensitive negotiation with parents/guardians
- barriers to effective communication
- how to keep records information of a confidential nature and who has access to them
- he worker's role in the care and management of children and in sharing this with parents/guardians
- the central role of parents/guardians in the care and management of their child/children
- rationale for policies pursued by setting and ways in which family values may differ from those of the setting
- health and safety procedures with regard to different types of emergencies including accidents. Illness, emergency closure of the setting etc, and when and how to contact relevant persons
- the importance of breast feeding
- Family form (Single, Nuclear Extended)
- Roles of the family.

Skill
The ability to:

- communicate with parents/guardians
- deal with communication difficulties
- actively seek and create opportunities to talk with parents/guardians
- respond to parents'/guardians' request for information
- respond to parents'/guardians' behaviour
- express respect for children and parents/guardians
- share comments made and views expressed by parents/guardians with colleagues
- convey policies, routines and activities in relation to settling-in to parents/guardians
- implement arrangements with parents/guardians for settling-in
- encourage parents/guardians to stay with children
- reassure parents/guardians on children's welfare
- respond to manifestations of parents'/guardians' anxieties and negative feelings
- record and pass on significant personal and other information provided by parents/guardians
- make use of personal and other information provided by parents/guardians in decisions concerning the child
- encourage parents/guardians to seek information and explanations about their children
- share information about the nature and purposes of children's activities with parents/guardians
- identify positive aspects of children's efforts, achievements and behaviour
- draw parents'/guardians' attention to products of their children's work
- care for children
- establish procedures for emergencies with parents/guardians
- interact with the children in the presence of their parent/guardian
- exchange ideas and views about managing children's behaviour
- intervene in disputes amongst children to promote creative resolution to conflict
- facilitate parents/guardians wishing to continue breast feeding
- administer first aid

(4)   Resource Implications
Assessment requires access to a range of competency defined in the range of Variables this includes:

- A childcare environment
- Access to children's services, resources and equipment
- Access to the local environment

(5)   Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- questioning - oral/written
- supporting statement from supervisor or previous employer /parents
- existing documentation

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   Context of Assessment

Competency should be assessed in the workplace overtime. Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
- Carries out established processes - Makes judgement of quality using given criteria	- Manages process - Selects the criteria for the evaluation process	- Establishes principles and procedures - Evaluates and reshapes process - Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

CSRCCS0013A: Undertake case management in a child protection framework

Competency Descriptor:	This unit refers to the case management process in which case plans are developed and managed to address specific client needs.

Competency Field: Residential - Child Care Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Establish client need and/or risk	1.1	Assessment of client needs/risks is undertaken in accordance with organisational procedures.
	1.2	An assessment plan is developed to reflect client needs.
	1.3	Worker's role and purpose is clearly explained to the client.
	1.4	Relevant information is identified, assessed, and prioritised taking into account the particular circumstances of the situation.
	1.5	Communication with client is of a level, type and manner appropriate to the individual and the nature of the issues rose.
	1.6	Support and prevention strategies that promote and meet the needs of the family are implemented into the case plan.
	1.7	Information is provided to ensure the client understands the intervention process, their rights of appeal and how to use avenues for complaint.
	1.8	Client needs or risks are communicated to appropriate persons in accordance with regulatory framework .
2. Develop a case management plan	2.1	Client strengths and/or protective factors are built into the case plan.
	2.2	A case plan is developed in partnership with the client.
	2.3	Information is collected on a range of suitable intervention strategies to address immediate, short and longer-term needs of clients.
	2.4	A full range of options for addressing client needs are explored and integrated into planning.
	2.5	Case management goals are prioritised and objectives and processes are negotiated and agreed with the client.

		2.6	Goals, actions and time lines for the case plan are negotiated in concrete, specific terms.
		2.7	Roles, responsibilities and accountabilities for clients, stakeholders, workers and service providers are defined.
		2.8	Contingency plans are explored and developed.
		2.9	Cultural considerations are integrated into goal setting and negotiation of time lines.
		2.10	Communication, review and evaluation systems are established.
		2.11	Case plan is documented and distributed to appropriate parties.
3.	Implement case plan	3.1	Practical arrangements to support clients and stakeholders are implemented.
		3.2	Established communication processes and protocols are utilized to make referrals.
		3.3	Roles, responsibilities, outcomes and processes involved in intervention are identified and articulated with the client and service provider.
		3.4	Where appropriate, contracts are developed and agreed with external service providers and accurately reflect timing and resourcing constraints.
		3.5	Review activities are identified and negotiated with appropriate persons.
		3.6	Information is recorded in a manner consistent with organisational procedures and policies.
4.	Establish review and evaluation systems	4.1	Appropriate evaluation processes are set up for ongoing implementation of the plan.
		4.2	Progress towards achievement of goals is assessed with client and service providers and documented.
		4.3	The need for ongoing intervention is assessed.
		4.4	Proposed actions and timelines arising from case review are negotiated with relevant parties.
		4.5	All relevant reporting procedures are completed in accordance with organizational and statutory requirements.

		4.6	Appropriate consultation is undertaken with the supervisor at key decision-making points.
5.	Plan and participate in case conferences or protection meetings	5.1	Care meetings are convened when they are judged to be the most effective case management decision-making strategy for the needs of the case or in line with legislative/organisational requirements.
		5.2	Purpose of case conference/protection meeting is clearly identified and articulated to clients and other stakeholde rs.
		5.3	An agenda is established that clearly outlines purpose, participants, venue, date, time and process.
		5.4	Key persons are identified and their contribution is requested by attendance at the conference or reporting arrangements are made.
		5.5	Work is undertaken to prepare client for the meeting.
		5.6	Processes to ensure the participation of children, young people and their families in the decision making process are implemented.
		5.7	Areas of conflict are anticipated and resolution is faci litated.
		5.8	Participant's needs for interpreters and other support is identified and responded to.
		5.9	Attendance of delegated decision makers is arranged.
		5.10	Information is provided equally to all parties.
		5.11	Case history is prepared by worker in accordance with agency requirements.
		5.12	A chairperson and minute taker are nominated and briefed.
		5.13	Outcomes are identified, negotiated and recorded.
6.	Work with agencies to meet client needs	6.1	Appropriate service providers are identified.
		6.2	Working relationships with relevant community groups are developed and maintained.
		6.3	Inter-agency protocols/guidelines are accessed and integrated into case management.
		6.4	The nature of advocacy and support required by the client is clarified.

	6.5	Range of interventions and reason for referral are explained to, clarified with and agreement negotiated with appropriate persons .
	6.6	All representations made on behalf of the client to the service provider are discussed with the cli ent.
	6.7	All information is kept in confidence according to organizational policy and legislation.
	6.8	Links with service, client and other relevant parties are maintained and progress with achievement of goals is evaluated.
7. Undertake case closure	7.1	Achievements of case plan goals are analysed against performance indicators and documented.
	7.2	Reasons for case closures are identified.
	7.3	Case closure is negotiated with client and relevant agencies.
	7.4	Relevant parties are advised of d ecision to close case in writing.
	7.5	Case closure that is implemented takes account of the needs of the client including the need to reflect on past interventions.

RANGE STATEMENTS

The Range statement explains the scope and context of the unit of co mpetency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

This unit of competency should be demonstrated in accordance with the:

Development of a case plan includes:

- working collaboratively with the client and all stakeholders
- identifying priority needs/target needs/risks
- identifying and building on client strengths and/or protection needs
- setting goals which are negotiated with the client
- identifying strategies and action s, roles and responsibilities, timeframes and review
- documentation using formats and procedures

Responsibilities of workers may be outlined in the following regulations and guidelines:

- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child
- Professional registration requirements
- Legal precedents
- Service standards
- Mission statements, policies and philosophies of the organization

Establishment of a case plan will be carried out within requirements established by:

- child care and protection act
- relevant international conventions
- organisational policy and procedures
- relevant program standards
- inter-agency protocols/guidelines

Family focus may includes:

- recognition that parenting can be stressful and challenging
- recognition of the potential impact of statutory intervention on families
- recognition of the complex issues facing children and their families

Relevant stakeholders may include:

- child or young person
- family
- significant others
- worker
- carers
- supervisor and organisation
- court and legal practitioners
- community

Cultural considerations may include:

- indigenous and ethnic considerations
- power relationship structures
- rituals, beliefs, hierarchies and practices
- community politics
- gender
- parenting practice and family dynamics

Contract for service provision may include:

- responsibilities of service/agency
- referral service/agency
- agreement is sought from client and stakeholders about roles, responsibilities, timelines, actions, milestones and outcomes

The contexts for establishing a case plan could include:

- a result of a risk assessment
- a result of a placement in out of home care
- a result of a court order
- a result of a contract to provide a service
- part of a case planning meeting or conference

Client need includes:

- developmental needs (physical, nutritional, social, cultural, emotional and psychological)
- risks
- early intervention/prevention
- supports in parenting
- practical, e.g. housing, income

Information may include:

- all official documentation relating to client, full family history, developmental and medical history
- all available records, anecdotal material and individual interviews

Client may include:

- child/children
- young person/people
- parents
- family/relative
- significant others
- foster parents

Case plans may include:

- assessment/investigation plan
- support and management plan
- out of home care plan
- family reunification plan
- protection plan

Case management principles may include:

- taking the least intrusive intervention necessary to ensure safety and support protection
- safety, welfare and wellbeing of child or young person is paramount consideration
- using a strength based, partnership approach in practice
- intervention is planned and pu rposeful
- working in partnership with other service providers
- consideration of culture, disability, language, religion, gender and any special needs in service provision
- children and young people placed away from home are entitled to special protection and assistance
- recognition of the importance of maintaining significant relationships and cultural identity of a child or young person when they cannot live with their family
- working quickly to resolve permanency by planning placement stability and continuity of relationships
- ethical practice
- accountability for decisions and actions

Child centred practice may includes:

- engaging in direct work with children and young people
- providing an advocacy role on behalf of children and young people
- understanding the different, and range, of stages of development (including attachment) and how that can inform intervention and planning
- ensuring that the child or young person is an active participant throughout the case management process
- recognising that children and young people are part of families and communities
- safeguarding children and their welfare
- the role of prevention and early implementation strategies in protecting and supporting children

Procedures used in crisis situations may include:

- ensuring security and safety of all relevant parties including protection and custodial issues and the level of intervention required
- appropriate crisis services such as counselling, respite care, debriefing

Case meetings may include:

- case conferences
- protection planning meetings
- family group conferences
- alternate dispute resolution

Feedback mechanisms may include:

- communicating daily with child, young person, family,
- significant other, about meeting of needs, participating within a case conference, recording observations about prog ress on activities

Support and prevention strategies may include:

- provision of information
- early intervention and prevention services
- financial and practical benefits

Rights and appeal mechanisms may include:

- those operating within all state departments, service provider organisations and external bodies

Recording/documentation of a case plan may includes:

- computer report, hand written, electronic, on file, etc.

Complex cases can include the presence of a number of complicating factors including:

- multiple abuse/injuries
- ritual abuse
- life threatening/high risk situations
- multiple difficulties present in family
- intellectual or psychiatric disabled clients
- chronic and serious substance abuse/addiction
- family/domestic violence
- a wide range of other services involved which requires coordination
- involvement of protective and custodial agencies in the family over a lengthy period
- cases with high public/political sensitivity requiring sensitive and experienced case investigation and management
- poverty including poor housing, inadequate and limited educational, health and social facilities, and high risk communities/neighbourhoods

Recorded contact with client may include:

- telephone contact, face-to-face interviews, contact with service provider about the client, letters, anecdotal information received from others, enquiries conducted by the worker to other agencies e.g. schools, doctors, social enquiry report etc.

Exercising effective communication skills includes:

- identifying and evaluating what is occurring within an interaction in a non judgemental way
- making decision about appropriate words, behaviour, posture
- using active listening
- using clarifying, summarising questions
- putting together a response that is culturally appropriate
- expressing an individual perspective
- recognising own philosophy, ideology and background and exploring the impact of this on the communication
- exploring and solving problems
- reflective listening
- providing sufficient time to enable stories to be told
- provide summarising and reflective response in conflict situations

Relevant supporting information may include:

- example reports, e.g. medical, school, family assessment, out of home care history, intake forms, referees, financial assistance record etc.

EVIDENCE GUIDE

Assessment may include observation, questioning and evidence gathered from the workplace environment. Workplace evidence can be testimonials, portfolios or copies of completed workplace records/documentation.

Assessment may be conducted on one occasion but must include the normal range of workplace situations.

(1)   Critical Aspects of Evidence

A demonstrated evidence of the following must be present:

- the ability to interpret and apply of legislation, policies and procedures
- the ability to respond to and manage crisis
- the ability to develop and assess actions appropriate for intervention
- the ability to collect and assess information
- the ability to document plans
- the ability to apply all aspects of a structured case management framework to statutory child protection work

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- Child Care and Protection Act 2004
- International Conventions
- legal implications and responsibilities of statutory work
- child protection policy and procedures including inter-agency protocols
- legislation relevant to child protection including Family Court protocols and practice and policy guidelines including legal definitions of abuse
- risk assessment, comprehensive psycho-social assessment and family assessment
- indicators of harm, types of harm, definitions and dynamics of harm
- theories on vulnerability and resilience of children
- the change process
- stages of child development
- workings of court, legal systems and legal processes
- legal implications of material collected through interviews
- family dynamics in different cultures
- recording and reporting systems
- how to access interpreters for clients and their families who are from a non-English speaking background or who are hearing or speech impaired

<u>Skill</u>
The ability to:

- interpret policies, procedures, standards and statutory obligations
- use communication techniques such as: active listening, reflection, summarising, questions and statements, gaining agreement on actions and explaining outcomes
- use solution focussed interviewing techniques
- interview and engage children, young people and their families in communication exchange
- effectively and impartially collect and analyse information according to risk assessment framework or models
- articulate rationale for decision-making
- interpret legalese into language understood by client and significant others
- set boundaries for roles and actions
- demonstrate empathy and rapport building
- use age appropriate language and questioning techniques
- utilise conflict resolution skills
- ability to manage grief and change processes
- engage and establish a professional relationship with children and young people
- monitor own level of stress and implement stress management strategies
- work appropriately with cross cultural issues
- prepare court reports
- present factual, non-emotive information succinctly

(4)   **Resource Implications**

- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment

(5)   **Method of Assessment**
In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a vari ety of ways including:

- Portfolio
- Case Study
- Practical demonstration
- oral and written questioning
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   **Context of Assessment**

Competency may be assessed in the workplace or simulated wo   rkplace setting. Assessment should be while tasks are undertaken either individually or as part of a team.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices .

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice o n how to use the Critical Employability Skills.

CSRCCS0023A: **Advocate for the rights and needs of children and young people**

Competency Descriptor:	This unit focuses on the knowledge and skills required to advocate for the child with family/community members, other services/workers and the general public.

Competency Field: Residential – Nursery Care Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Advocate for the child about a specific right or need	1.1	The child's rights and needs are represented strongly to those involved.
	1.2	The child's point of view is sought and represented clearly to those involved.
	1.3	The issue is clarified, focused on and addressed with relevant others.
	1.4	Options are negotiated with the child and others involved.
	1.5	Comprehensive background information and evidence is collected and presented clearly.
	1.6	Competing rights are identified and discussed.
	1.7	Assertive communication is used and communication is persistent when required.
2. Promote the rights, interests and needs of children	2.1	The rights of children are promoted widely.
	2.2	People are challenged to act in ways that further children's rights/interests/needs as appropriate.
	2.3	Reports of breaches or suspected breaches of children's right's within the service are investigated promptly.
3. Challenge stereotype behaviours	3.1	Stereotype behaviour about children are challenged when communicated to the worker.
	3.2	Unrealistically high or low expectations about children's behaviour are challenged.
	3.3	Information is provided to challenge stereotype behaviours.
	3.4	Children's abilities are promoted.

RANGE STATEMENTS

The Range statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

This unit of competency should be demonstrated in accordance with the:

Responsibilities of workers may be outlined in the following regulations and guidelines:

- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child
- Professional registration requirements
- Legal precedents
- Service standards
- Mission statements, policies and philosophies of the organization

Advocacy on behalf of the child may be directed to:

- other workers
- parents
- schools
- management of home
- family members
- community members
- government departments

Challenging stereotyping may be via:

- allaying concerns based on misunderstanding
- providing information to parents and others about the range of expectations about children
- interpreting children's behaviour in a different way

Rights may include:

- survival rights
- development rights
- protection rights
- participation rights

Needs may include:

- health
- emotional and psychological well being
- social participation and development
- development of skills and abilities
- development of personal and cultural identity
- safety

Concerns may include:

- problems and issues expressed by the child such as unmet needs, worries, family problems, practical difficulties and social issues

Stereotype behaviours may include those in relation to:

- disabilities
- gender
- culture and race
- familial expectations
- cultural expectations about children's place/abilities
- family structure/composition
- appearance

EVIDENCE GUIDE
Competency is to be demonstrated by the ability to advocate for the rights and needs of children and young people in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

Evidence of the following need to be demonstrated:

- The ability to promote the rights, interests and needs of children.
- The ability to advocate for the child about a specific right or need
- The ability to challenge stereotype behaviours

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- statements of rights
- advocacy approach and advocacy services including self advocacy approach
- awareness of discriminatory actions
- an understanding of the vulnerability of children to exploitation
- referral procedures
- empowerment principles and strategies
- organisational standards, policies and procedures
- time management

Skill
The ability to:

- apply high level of communication skills in listening, focusing, empathy, negotiating, probing, clarifying information, providing clear information, influencing, assertiveness
- be responsive and sensitive to child's concerns, rights and responsibilities
- solve problems
- seek appropriate advice where necessary
- be sensitive to parent's concerns, rights and responsibilities
- manage time

(4)   Resource Implications

Assessment requires access to a range of opportunities defined in the Range Statement. This includes:

- a childcare facility
- access to children's services, resources and equipment
- access to the local environment

(5)   **Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Practical demonstration
- Direct observation
- Oral questioning
- Written test
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6)   **Context of Assessment**

This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.