CATAPULT

CHCECE032
Nurture babies and toddlers

Unit/Assessment Mapping (Extract)

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Unit mapping

KQ: Knowledge questions P: Project PA: Practical assessment	KQ	P	PA

Elements and performance criteria

1 Develop relationships with babies and toddlers

1.1	Provide consistent and positive personal care routines suited to the child's individual and cultural context	Q 1.1.a, Q 1.1.b, Q 1.1.c		YES
1.2	Identify and initiate opportunities during daily routines for one-on-one communication with babies and toddlers that supports learning, development and wellbeing	Q 1.2.a, Q 1.2.b, Q 1.2.c		YES
1.3	Recognise and respond to interactions initiated by babies and toddlers, and provide physical comfort and calm reassurance to facilitate attachment	Q 1.3.a, Q 1.3.b		YES
1.4	Identify ways of enhancing relationship-building skills through observation, discussion and reflection	Q 1.4		YES

2 Develop effective relationships with family members

2.1	Gather information from the family to assist in the transition from home to education and care service	Q 2.1.a, Q 2.1.b		YES
2.2	Recognise family signs of stress at time of separation and identify appropriate responses	Q 2.2.a, Q 2.2.b, Q 2.2.c		YES
2.3	Assist in the transition from home to care through initiating engagement with babies/toddlers while family is still present	Q 2.3.a, Q 2.3.b		YES
2.4	Communicate daily with families about their child's activities, sleeping and eating patterns according to service procedures	Q 2.4.a, Q 2.4.b		YES

3 Promote safe sleep

3.1	Share information with families about sleep and confirm arrangements for sleep and rest	Q 3.1.a, Q 3.1.b, Q 3.1.c		YES
3.2	Prepare cots, bedding and equipment according to service hygiene and safety procedures and approved safety standards	Q 3.2		YES
3.3	Monitor sleeping children according to service policies and procedures	Q 3.3		YES

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4 Provide positive nappy-changing and toileting experiences			
4.1 Change nappies according to service policies and procedures	Q 4.1		YES
4.2 Provide positive nappy change and toileting experiences that enhance relationships and support learning	Q 4.2		YES
4.3 Adapt experiences to meet the individual child's routines	Q 4.3		YES
4.4 Support children sensitively and positively when they are learning to use the toilet	Q 4.4.a, Q 4.4.b		YES
4.5 Work with families and other educators to support children's toilet learning by sharing information and using consistent approaches	Q 4.5.a, Q 4.5.b		YES
5 Promote quality mealtime environments			
5.1 Promote positive mealtime environments that are adapted to meet the individual baby/toddler's routines and needs	Q 5.1.a, Q 5.1.b		YES
5.2 Attend to babies' individual needs during meal times	Q 5.2.a, Q 5.2.b		YES
5.3 Follow approved standards for safe storage, preparation, heating and serving of formula, breast milk and other pre-prepared food and drinks	Q 5.3.a, Q 5.3.b		YES
5.4 Follow approved standards for cleaning of associated equipment and utensils	Q 5.4		YES
5.5 Offer a supportive environment for breastfeeding according to service protocols	Q 5.5		YES
6 Create a healthy and safe supporting environment			
6.1 Provide safe areas and appropriate resources for babies to practise gross motor skills	Q 6.1.a, Q 6.1.b		YES
6.2 Supervise babies and toddlers appropriately, according to development and environmental factors	Q 6.2		YES
6.3 Ensure babies and toddlers can safely explore their environment with their hands, mouths and bodies	Q 6.3.a, Q 6.3.b, Q 6.3.c		YES
6.4 Provide a relaxed and calm environment that is responsive to the individual wellbeing of babies and toddlers	Q 6.4		YES

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Knowledge evidence

Requirements of the National Quality Standard and related regulations and laws applicable to this unit including: ■ children's health and safety ■ relationships with children	Q 7.1		
Recommendations of the *Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years)*	Q 7.2.a, Q 7.2.b		
Concepts of the current National Health and Medical Research Council *'Staying Healthy'* guidelines relevant to babies and toddlers	Q 3.2, Q 4.1, Q 5.3.a, Q 5.3.b, Q 5.4, Q 6.3.a, Q 6.3.b, Q 6.3.c		
Service standards, policies and procedures for: ■ children's health and safety ■ relationships with children	Q 7.3		
Basic premise and key aspects of attachment theories: ■ links between attachment and brain development ■ significance of strong, secure attachments to one or more significant adults ■ how lack of attachment can impact on development	Q 1.3.a, Q 1.3.b		
Features of effective communication with families of babies and toddlers of different ages	Q 2.1.a, Q 2.1.b, Q 2.2.a, Q 2.2.b, Q 2.2.c, Q 2.4.a, Q 2.4.b, Q 4.4.a, Q 4.4.b, Q 4.5.a, Q 4.5.b, Q 5.5		

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Individual patterns and routines of babies and toddlers and how these can be impacted by different practices and routines used by various families and their underlying cultural or personal rationale	Q 1.1.a, Q 1.1.b, Q 1.1.c, Q 2.1.a, Q 2.1.b, Q 2.4.a, Q 2.4.b, Q 3.1.a, Q 3.1.b, Q 3.1.c, Q 4.3, Q 4.4.a, Q 4.4.b, Q 4.5.a, Q 4.5.b, Q 5.1.a, Q 5.1.b, Q 5.2.a, Q 5.2.b		
Techniques and opportunities for communication that supports learning, development and wellbeing: ■ repeating words, sounds and gestures that children use ■ describing objects or events ■ talking about routine activities ■ initiating and building on one-to-one interactions ■ offering relaxed physical contact ■ responding positively to exploratory behaviour	Q 1.2.a, Q 1.2.b, Q 1.2.c, Q 1.3.a, Q 1.3.b, Q 2.2.a, Q 2.2.b, Q 2.2.c, Q 2.3.a, Q 2.3.b, Q 4.2, Q 4.4.a, Q 4.4.b, Q 6.4		
Use of comfort items from home in the care of babies and toddlers	Q 2.2.a, Q 2.2.b, Q 2.2.c, Q 3.1.a, Q 3.1.b, Q 3.1.c		

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Stages of development in babies and toddlers, key milestones and how these can vary across individuals: ■ cognitive ■ emotional ■ language ■ physical ■ social	Q 1.3.a, Q 1.3.b, Q 3.1.a, Q 3.1.b, Q 3.1.c, Q 4.4.a, Q 4.4.b, Q 6.1.a, Q 6.1.b, Q 6.3.a, Q 6.3.b, Q 6.3.c, Q 7.4 / 7.5		
Basic aspects of current and emerging research regarding brain development of babies and toddlers	Q 1.3.a, Q 1.3.b, Q 7.4 / 7.5		
Safe sleep practices, specifically in relation to: ■ clothing ■ hygiene and safety standards for cots and bedding ■ sleep positions ■ sudden and unexpected death in infancy	Q 3.1.a, Q 3.1.b, Q 3.1.c, Q 3.2, Q 3.3		
Sleep patterns of babies and toddlers, and individual variations: ■ duration ■ timing ■ rituals ■ considerations when caring for multiple babies	Q 3.1.a, Q 3.1.b, Q 3.1.c, Q 3.3		
Appropriate and sensitive nappy changing and toileting routines and procedures	Q 4.1, Q 4.2, Q 4.3, Q 4.4.a, Q 4.4.b, Q 4.5.a, Q 4.5.b		
Nutritional needs of babies and toddlers as outlined in current National Health and Medical Research Council *Infant Feeding Guidelines*	Q 5.1.a, Q 5.1.b, Q 5.2.a, Q 5.2.b		
Recommendations for oral health	Q 5.2.a, Q 5.2.b		

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Appropriate interactions with babies and toddlers at different ages	Q 1.2.a, Q 1.2.b, Q 1.2.c, Q 1.3.a, Q 1.3.b, Q 2.2.a, Q 2.2.b, Q 2.2.c, Q 2.3.a, Q 2.3.b, Q 3.3, Q 4.1, Q 4.2, Q 4.4.a, Q 4.4.b, Q 5.1.a, Q 5.1.b, Q 5.2.a, Q 5.2.b, Q 6.1.a, Q 6.1.b, Q 6.3.a, Q 6.3.b, Q 6.3.c		
Cues and signs provided by babies and toddlers and ways to respond	Q 1.2.a, Q 1.2.b, Q 1.2.c, Q 1.3.a, Q 1.3.b		
Hygiene and infection control regulations and procedures, including hand hygiene–when and how this must be done	Q 3.2, Q 4.1, Q 5.2.a, Q 5.2.b, Q 5.3.a, Q 5.3.b, Q 5.4, Q 6.3.a, Q 6.3.b, Q 6.3.c		

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How to manage risk in situations involving food allergies	Q 1.1.a, Q 1.1.b, Q 1.1.c, Q 2.1.a, Q 2.1.b, Q 5.1.a, Q 5.1.b, Q 5.3.a, Q 5.3.b		
Procedures for formula, breast milk and other pre-prepared food: ■ storage ■ preparation ■ provision to baby/toddler	Q 5.2.a, Q 5.2.b, Q 5.3.a, Q 5.3.b		
Possible parental involvement in feeding and how this can be supported by the educator: ■ breastfeeding ■ provision of prepared food or drinks ■ parental direction regarding feeding ■ other types of involvement	Q 1.1.a, Q 1.1.b, Q 1.1.c, Q 2.1.a, Q 2.1.b, Q 2.4.a, Q 2.4.b, Q 5.2.a, Q 5.2.b, Q 5.3.a, Q 5.3.b, Q 5.5		
Safe and unsafe practices for working with babies and toddlers: ■ how to safely pick up and hold babies and toddlers of different ages ■ hazards ■ what makes a safe environment	Q 3.1.a, Q 3.1.b, Q 3.1.c, Q 3.2, Q 4.1, Q 5.3.a, Q 5.3.b, Q 5.4, Q 6.1.a, Q 6.1.b, Q 6.2, Q 6.3.a, Q 6.3.b, Q 6.3.c		

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Performance evidence

Complete all of the following at least once each with two different babies under 12 months of age in a safe environment, using age-appropriate verbal and non-verbal communication and according to service and regulatory requirements: ■ change nappies ■ prepare bottle, bottle feed babies and clean equipment ■ prepare solid food and feed babies ■ respond appropriately to baby signs and cues ■ prepare and settle babies for sleep ■ monitor and encourage age-appropriate physical exploration and gross motor skills	P	YES
Complete all of the following at least once each with two different toddlers aged between 13 to 23 months in a safe environment, using age-appropriate verbal and non-verbal communication and according to service and regulatory requirements: ■ assist toddlers with toileting ■ assist toddlers during mealtimes ■ respond appropriately to toddler signs and cues ■ prepare and settle toddlers for sleep ■ monitor and encourage age-appropriate physical exploration and gross motor skills	P	YES
Document and reflect on the ways in which relationships are developed between educators and babies/toddlers in the workplace to support: ■ own relationships with babies/toddlers ■ other educator relationships with babies/toddlers	P	YES
Perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's education and care service in Australia.	P	YES

Trainer/assessor instructions and requirements

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

Catapult Smallprint offer:
- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:
- elements and performance criteria
- performance evidence
- knowledge evidence

Information for Registered Training Organisation only

RTOs must conduct their own validation and mapping to verify that the assessment tools and instruments used:
- enable the collection of evidence that complies with the Principles of Assessment and the Rules of Evidence
- can be used by different trainer/assessors to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities.

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).

Learning resource

The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:
- a set of true or false questions
- a set of multiple choice questions

These questions are self-marking and do not form part of the assessment. They provide an opportunity for learners to test their understanding of the topics.

The learning resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:
- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

Assessment workbook

The trainer/assessor must explain to learners:
- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:
- knowledge questions
- project
- practical assessment

Assessment agreement

The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for special needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

Foundation skills checklist

The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

The foundation skills checklist in this resource is a general listing of the base foundation skills that are required to successfully complete any unit of competency

Foundation skills are:

- LLN Skills
    - reading
    - writing
    - oral communication
    - numeracy
- Employability skills
    - navigating the world of work
    - interacting with others
    - getting the work done

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are explicit in the performance criteria of the unit of competency
- in others specific foundation skills are identified for individual units of competency
- in others all foundation skills are identified separately

The trainer/assessor should source and use foundation skills assessment methodologies that suit the learner cohort.

Skills recognition

The trainer/assessor needs to determine how they wish to use this section.

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

Knowledge questions

The knowledge questions address the learner's understanding of the information covered in:

- the elements and performance criteria for this unit
- the knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

The trainer/assessor will determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/assessor must provide clear instructions to the learner regarding:

- the manner in which responses should be presented, for example: hand written in the space provided, in a word-processed document, verbally, on-line
- whether additional questions need to be answered

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

Project

Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The trainer/assessor will decide how the project will be used and must advise learners about whether they need to complete it.

Practical assessment

Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace, as simulations, or as a series of relevant role plays. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations and role plays replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

Completion record

The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:
- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

The completion record should be signed by the learner and trainer/assessor.