

Guidance for Training Providers and Early Childhood Education and Care (ECEC) Services

Version 1.0 | Published 30 June 2025

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Assessing ECEC Students in the Workplace

Purpose

To provide TAFEs and Registered Training Organisations (RTOs) (collectively **Training Providers**) and early childhood and out of school hours care services (collectively **ECEC Services**) guidance on undertaking assessment with ECEC Students in the workplace.

This document provides guidance to:

- Training Providers
- ECEC Services
- ECEC Students.

It offers advice on conducting assessment activities in the workplace, with a specific focus on digitally recording children in ECEC Services for assessment purposes.

Issue

A number of units within ECEC qualifications require students to demonstrate their skills and knowledge in regulated ECEC Services or workplaces in Australia. These qualifications include the:

- *CHC30121 Certificate III in Early Childhood Education and Care*
- *CHC50121 Diploma of Early Childhood Education and Care*
- *CHC50221 Diploma of School Aged Education and Care*
- *10983NAT Certificate III in Outside School Hours Care.*

The Assessment Conditions for the relevant units in these qualifications (listed at [Appendix 1](#)) specify that students must demonstrate their skills in the workplace and/or '...performance evidence must be directly observed by the assessor on at least one occasion...'.

Some ECEC Services report that ECEC Students enrolled in these qualifications have been asked by their Training Provider to **digitally record** (e.g. video or photograph) assessment tasks in the workplace, for the purpose of supporting the Training Provider assessor to assess their skills.

Digitally recording workplace activities involving children (i.e. babies, toddlers or young children) for assessment purposes is **not acceptable practice**.

Legal, Ethical and Privacy Considerations

Training Providers, ECEC Services and ECEC Students should be aware of the legal, ethical and child safety obligations that relate to digitally recording children for assessment purposes, as well as best practice recommendations and requirements developed to safeguard children's privacy and safety, and the delivery of training and assessment, including those set out in the:

- *United Nations Convention on the Rights of the Child*
- *Education and Care Services National Law Act 2011* and Regulations and National Quality Standards
- *National Model Code and Guidelines for Taking Images or Videos of Children*
- *National Principles for Child Safe Organisations* and state and territory Child Safe Standards
- Commonwealth, state and territory child protection legislation
- *Privacy Act 1988* and *Australian Privacy Principles* and relevant state and territory privacy legislation
- ECEC Services' policies and procedures regarding taking images of children when at the service, including during transportation and excursions
- *ECEC Services Code of Conduct* (which provides guidelines for how staff and volunteers should behave, both with other adults and with children)
- Standards for RTOs.

Background

The ECEC sector involves working with children and requires strong protective measures to safeguard their rights, privacy and wellbeing. Significant responsibilities apply to the work context in ECEC.

The current ECEC qualifications (2021 release) introduced significant changes to assessment requirements. Most units of competency now prioritise the collection of evidence through direct observation by a Training Provider assessor and the demonstration of skills assessed in a workplace. Detailed assessment requirements, including the Assessment Conditions, outline how to address and safeguard these criteria in accordance with the relevant training package requirements.

Direct observation: The preferred assessment method

Direct observation is the primary method Training Providers should use when assessing ECEC Students – ensuring they demonstrate requisite skills and knowledge in real-world settings. Simulation may be used as an alternative for assessment tasks that cannot be planned or involve unpredictable or sensitive interactions. The Assessment Conditions within individual units provide details on how evidence must be collected and the criteria that must be met. Specific units require students to be directly observed by a Training Provider assessor on at least one occasion ([Appendix 1](#)).

While direct observation is preferred, it may not always be feasible for an assessor to be physically present at an ECEC Service. This is particularly the case for ECEC Services located in rural and remote settings. In such instances, the observation can occur remotely via live streaming, provided the Training Provider and ECEC Service mutually agree, but it must still be conducted by the Training Provider assessor and not a third party or workplace supervisor.

Training Providers must ensure the ECEC Service has obtained written consent from parents or carers for the live streaming of children for the purpose of assessment. Live streaming must comply with relevant legislative requirements (including Commonwealth and state and territory privacy laws) and the ECEC Service's policies and procedures. If live streaming is undertaken, it is crucial the ECEC Student avoids focusing the camera on children. Additionally, the live streaming should not be recorded, stored or shared.

National Model Code and ECEC Service Policy Adherence

The [National Model Code for Taking Images or Videos of Children](#) and [Guidelines](#) have been developed by the Australian Children's Education and Care Quality Authority, in partnership with government and the ECEC sector, to support approved ECEC providers and their services to implement child safe practices when it comes to taking, sharing and storing images or videos of children.

Approved ECEC providers are encouraged to incorporate the practices recommended in the National Model Code within their policies, procedures and practices, as appropriate to their service context. Some of the key recommended practices from the National Model Code, and their implications for Training Providers and ECEC Students, are set out in [Table 1](#).

From 1 September 2025, all ECEC Services approved under the Education and Care Services National Law must have a policy and procedures in place in relation to the safe use of digital technologies and online environments. ECEC Students are obliged to follow the policies and procedures of the ECEC Service within which they are undertaking a practicum as part of their training, including as it relates to the use, sharing and storing of images or videos of children.

Next Steps

This guidance applies to assessments conducted during delivering of current ECEC qualifications. HumanAbility will review current Assessment Conditions within these qualifications as part of the periodic review process.

Contacts

- Training Providers – [Contact | HumanAbility](#)
- ECEC Services – [Child Safety | ACECQA](#)

Table 1: Recommended practices from the National Model Code for Taking Images or Videos of Children

National Model Code and Guidelines	Implications for Training Providers and ECEC Students
<p>Only service-issued electronic devices should be used when taking images or videos of children while providing education and care.</p>	<p>Students should not use personal electronic devices or a device issued by their Training Provider for assessment purposes.</p> <p>Training Providers should liaise with the ECEC Service to seek permission to use the ECEC Service's device if required as part of an assessment task.</p> <p>Training Providers should ensure ECEC Students work with the ECEC Service to ensure parents/carers are aware and have provided consent if any images of their child are to be used for assessment purposes.</p>
<p>Personal electronic devices that can take images or videos (such as tablets, phones, digital cameras, smart watches) and personal storage and file transfer media (such as SD cards, USB drives, hard drives and cloud storage) should not be in the possession of any person while providing education and care and working directly with children unless authorised for essential purposes.</p>	<p>As per above.</p> <p>Any exceptions to an ECEC Student not being in possession of such a personal electronic device while providing education and care should be for limited, essential purposes that are authorised by the approved ECEC provider at the service, and where that access does not impede the active supervision of children.</p>
<p>ECEC Services should have strict controls in place for the appropriate storage and retention of images and videos of children.</p> <p>Additionally, under the Australian Privacy Principles:</p> <ul style="list-style-type: none"> • organisations must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. • an organisation has obligations to take reasonable steps to destroy or de-identify personal information when no longer needed for the purpose it was collected. 	<p>Images, films, videos, or recordings of activities involving a child, taken for any purpose, should not be stored or retained on any personal devices or personal cloud accounts.</p> <p>For the purpose of assessment, students should only use the ECEC Service's device to live stream activities involving children.</p>
<p>Images or videos of children that are not directly relevant to the child's participation in the ECEC Service's activities should not be taken. Examples of inappropriate, and potentially illegal, images or videos that are never to be taken or recorded include where a child is:</p> <ul style="list-style-type: none"> • not appropriately dressed, for example, in their underwear, in a state of undress, completely undressed or with their genitalia exposed • in a position that could be perceived as sexualised in nature • in distress or anxious / experiencing or demonstrating distress or dysregulation. 	<p>At no point should a Training Provider require a student to record, store or share images of a child when they are in a state of undress.</p> <p>Where possible, images should promote the view of children as capable and competent and recognise their dignity and rights. Choosing angles, such as above shots that capture children's hands, heads or profiles (rather than their faces), can be equally effective in depicting their active involvement in an activity or experience.</p>

Appendix 1: Units of competency requiring workplace assessment

Early Childhood Education and Care:

Units that specify that '*Skills must be demonstrated in a regulated education and care service in Australia*' (with no simulation option) and performance evidence must be directly observed by the Training Provider assessor on one occasion:

- CHCECE030 Support inclusion and diversity
- CHCECE031 Support children's health, safety and wellbeing
- CHCECE032 Nurture babies and toddlers
- CHCECE033 Develop positive and respectful relationships with children
- CHCECE036 Provide experiences to support children's play and learning
- CHCECE037 Support children to connect with the natural environment
- CHCECE042 Foster holistic early childhood learning, development and wellbeing
- CHCECE043 Nurture creativity in children
- CHCECE048 Plan and implement children's education and care curriculum.

Units that specify that '*Skills must be demonstrated in a regulated education and care service in Australia*' (no simulation option):

- CHCECE034 Use an approved learning framework to guide practice
- CHCECE035 Support the holistic learning and development of children
- CHCECE038 Observe children to inform practice
- CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples cultures.
- CHCECE056 Work effectively in children's education and care
- CHCECE044 Facilitate compliance in an education and care service
- CHCECE045 Foster positive and respectful interactions and behaviour in children
- CHCECE046 Implement strategies for the inclusion of all children
- CHCECE047 Analyse information to inform learning
- CHCECE049 Embed environmental responsibility in service operations
- CHCECE050 Work in partnership with children's families
- CHCECE041 Maintain a safe and healthy environment for children.

School Aged Care:

Units that specify that '*Skills must be demonstrated in a regulated children's education and care service in Australia*' and specific performance evidence must be directly observed by the Training Provider assessor:

- CHCSAC007 Develop and implement play and leisure experiences in school age care
- CHCSAC009 Support the holistic development of children in school age care
- CHCSAC010 Foster holistic learning, development and wellbeing for school age children.

Units that specify that '*Skills must be demonstrated in a regulated children's education and care service in Australia*':

- CHCSAC006 Support children to participate in school age care
- CHCSAC008 Work collaboratively and respectfully with school age children.

Units that specify that '*Skills must be demonstrated in the workplace*':

- CHCPRT001 Identify and respond to children and young people at risk
- HLTWHS003 Maintain work health and safety
- HLTWHS001 Participate in workplace health and safety.