

**Community Services & Health
Industry Skills Council**

**Appendix A - Mapping of Units of Competency in
Certificate III and Diploma of Early Childhood
Education Qualifications**

**Of Implementation Guide for
CHC Community Services Training Package
Release 1.0 November 2014**



Community Services & Health
Industry Skills Council

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General comments

Background

The determination of whether a new unit is 'equivalent' to the old unit is made solely by the developer, in this case Community Services & Health Industry Skills Council (CS&HISC). It is not something that can be decided on a case by case basis by the Registered Training Organisation (RTO). The [Standards for Training Packages](#) (p5), states "The developer's determination that the outcomes of an old and new unit are equivalent (i) only applies to workplace contexts and for AQF qualifications purposes, including Recognition of Prior Learning (RPL); and (ii) does not apply to implications for training delivery and/or assessment purposes. In the case of (i) this means that if the two units have been declared equivalent by the developer it is possible to give credit for the old one within the new qualification. It is an automatic recognition process. No additional evidence is required. In the case of (ii) it means that even if the two units are determined to be equivalent, then the RTO cannot assume that no changes need to be made to training delivery and/or assessments. In other words equivalence does not mean that the two are identical.

By determining that units are not equivalent to their predecessors, the ISC is saying 'No, you can't give automatic credit on the basis of someone holding the old unit. This new unit is different. It requires something in addition to what was there before'. By definition there must be a gap. The challenge is therefore to work out what the gap is, and how to fill it. In some cases it is possible that the gap can be found in another unit. This was more common in the past when for example, two units in an old qualification were split into three units in a new qualification. None of the new units are equivalent to any one of the old units, but in combination it could be possible that the two old units are equivalent to the three new ones. In that case each of the units would have an N for non equivalent next to it, but by looking at the gaps it would be possible to see the overlap. This is not the case in the CHC Training Package, and in particular it is not the case in relation to units found in the Certificate III in Early Childhood Education and Care, nor the Diploma of Early Childhood Education and Care. This is partly because of the move to the new format of units of competency and related assessment requirements, brought about by the [Standards for Training Packages](#).

Credit Transfer vs. Recognition of Prior Learning

When two units are described as E (equivalent) by CS&HISC it is possible to grant credit transfer. When two units are described as N (not equivalent) it is not possible to use credit transfer as a process. Like any candidate, someone holding a previous qualification or unit will need to either undertake the training and assessment for the new unit (if they wish to do so) or will need to go through a Recognition of Prior Learning process. Such a process must include providing evidence that meets all the outcomes of the new unit of competency. One possible piece of evidence is having completed some related training (the old unit), but by itself it would be insufficient evidence. It cannot, by definition be sufficient evidence because if it was then the ISC would have declared the two units Equivalent.

Credit Transfer in the Vocational Education and Training (VET) sector is different from the award of credit within higher education programs. The only way a unit can be granted in VET is by the candidate meeting the requirements of that specific unit. Qualification documentation and statements of attainment list all of the units of competency that have been achieved. There is no such thing as 'non specific credit' in the VET sector. In the higher education sector, depending on the institution and its policies, it is sometimes possible that non-specific credit is granted. For instance, it may be a requirement for a degree to achieve 240 credit points, but someone with a diploma in a related discipline may be granted 80 credit points on entry, so that they only need to achieve 160 points.

RULES OF EVIDENCE

Rules of Evidence are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current as follows: (abridged from the definitions in the [Standards for NVR Registered Training Organisations 2012](#))

- a) **Validity:** In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified.
- b) **Sufficiency:** Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.
- c) **Authenticity:** To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.
- d) **Currency:** Currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

The mapping document

The mapping document set out below shows the CHC08 unit beside the related CHC unit. Where there is a completely new unit it is identified as such. The final column shows the *minimum evidence* that would be required, *in addition to the original unit*, for an RTO to be able to award the unit of competency. This conclusion is based on an analysis of the text of each unit (old and new) with particular emphasis given to the Elements and Performance Criteria and to the Performance and Knowledge Evidence of the Assessment Requirements. The equivalence statement in each unit indicates when not equivalent that 'significant changes to elements and performance criteria' have occurred. The comparison function available on training.gov.au has been used to compare old and new elements and performance criteria and an estimate of percentage text changes in these sections made. Of course, it is possible that there could be a large percentage of text changed, but the overall meaning of the elements and performance criteria remain similar. It should be stressed that this is a summary document only, and cannot be used alone to determine competence. A full and formal

RPL process must be undertaken within the RTO. The RPL process also requires currency of evidence, so how long ago the person was awarded the 'old' unit would be a factor, as well as their current work experience.

RTO and employer uses for the mapping document

A Registered Training Organisation will use the mapping document to help design systems to enable individuals to seek credit for their previous experience and qualifications. An employer may use the mapping document to determine how big the gap is between a qualification held by an individual worker and the recently endorsed competencies which spell out the current expectations of the related job role. They might then decide to set up some professional development activities for current workers, not so they can attain the new qualification, but so they can have an opportunity to update their skills, and so that the employer can be satisfied that the workforce is 'up to date'. Of course this could be done in other ways, but using the mapping document provides a system that could be used like a checklist.

SOME GENERAL CHANGES

There are some significant and recurring pieces of evidence in the new units as outlined below.

Most of the CHCECE units contain the following statement as part of the Knowledge Evidence:

- How to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- How to navigate through framework and standards documents to find areas **relevant to this unit of competency.**

Note the emphasis on 'relevant to this unit of competency'. It is insufficient evidence to demonstrate knowledge about the frameworks and standards documents – the candidate is asked to navigate the documents to find areas relevant to each unit of competency where the statement appears. Evidence of this navigation is required in each case.

Several of the units include the following requirement

Evidence that the candidate performed the activities outlined in the performance criteria of this unit during a period of at least 120 (or 240) hours of work in at least one regulated education and care service.

This must always be identified as a gap as it was not a requirement in the earlier training package.

Gaps and how to fill them

A gap as set out below means a gap in evidence required by the candidate in order to demonstrate competency which would ultimately lead to a statement of attainment or qualification from a Registered Training Organisation. The candidate can be asked to undertake training to fill the gap, followed by assessment, or can be asked to find further evidence. The free government produced RPL kit is extremely helpful and has been validated by industry. It was updated late in 2013 to ensure it relates to the current version of the units and qualifications. It is available at <https://education.gov.au/recognition-prior-learning-toolkit>.

If used by the employer, a gap means an opportunity to ask questions about how that gap has been addressed in the organisation. For instance, if the identified gap is about the National Quality Standards and the National Quality Framework, has everyone in the organisation been trained in the implementation of these two things? If not how has the information and learning been shared in the organisation? Has anyone missed out? How can this be addressed?

Unit mapping information, including equivalence table linking old to new units of competency

CHC08 Unit Code	CHC08 Unit Title	NEW Unit Code	Unit Title	Equivalency	Summary of changes and GAP
		CHCECE001	Develop cultural competence		New unit New unit required to be completed
CHCCN301C	Ensure the health and safety of children Administer medication to children according to organisation policies and legislative requirements, including responding to allergic reactions	CHCECE002	Ensure the health and safety of children	N	<p>Significant changes to elements and performance criteria. About 90% text changes. New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p>Can recognise signs, symptoms and key characteristics of asthma</p> <p>Specific addition of performance criteria relating to asthma and asthma management plan</p> <p>how to use an adrenalin auto injector for anaphylaxis, basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance</p> <p>how to access :the National Quality Framework, the National Quality Standards, the relevant approved learning framework and how to navigate through framework and standards documents to find areas relevant to this unit of competency</p>

CHCCN302A	Provide care for children	CHCECE003	Provide care for children	N	<p>Significant changes to elements and performance criteria. About 75% text changes. New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 unit would require the following additional evidence: Evidence that the candidate:</p> <p><i>performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.</i></p> <p>provided care and responded appropriately to at least three children of varying ages, including:</p> <ul style="list-style-type: none"> promoting physical activity and encouraging participation engaging children in discussions around physical health and wellbeing adapting the physical environment to ensure challenge and appropriate risk-taking ensuring the smooth transition of new arrivals supporting children through transition and change <p>how to access :the National Quality Framework, the National Quality Standards, the relevant approved learning framework and how to navigate through framework and standards documents to find areas relevant to this unit of competency</p>
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<p>CHCCN303A</p>	<p>Contribute to provision of nutritionally balanced food in a safe and hygienic manner</p>	<p>CHCECE004</p>	<p>Promote and provide healthy food and drinks</p>	<p>N</p>	<p>Significant changes to elements and performance criteria. About 80% text changes New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 unit would require the following additional evidence: Evidence that the candidate:</p> <p>planned and provided food and drink for children on at least three occasions</p> <p>how to access :the National Quality Framework, the National Quality Standards, the relevant approved learning framework and how to navigate through framework and standards documents to find areas relevant to this unit of competency</p> <p>engaged children by involving them in menu planning and assisting in meal preparation read and interpreted food labels to identify ingredients of concern and nutrition content Knowledge of: food allergies, food intolerances, contamination and/or allergic reactions in meal preparation and possible reactions, including anaphylaxis - infant feeding requirements and guidelines. recommendations for healthy eating – Dietary Guidelines for Children and Adolescents in Australia and the <i>Australian Guide to Healthy Eating</i>, including Get Up and Grow: Healthy Eating and Physical Activity for Early Childhood resources</p> <p>implications of poor diet including tooth decay, deficiencies, poor concentration, out of character behaviour food-handling requirements, preventing microorganism contamination and/or allergic reactions importance of addressing individual dietary needs and preferences with particular reference to specific cultural, religious or health requirement</p> <p>food allergies, food intolerances, contamination and/or allergic reactions in meal preparation and possible reactions, including anaphylaxis</p> <p>infant feeding requirements and guidelines</p>
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CHCCN305B	Provide care for babies	CHCECE005	Provide care for babies and toddlers	N	<p>Significant changes to elements and performance criteria. About 90% text change.</p> <p>New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p><i>performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.</i></p> <p>Assessment conditions include the following - must involve interactions with actual babies and toddlers under the age of 24 months under the supervision of an early childhood educator.</p> <p><i>how to navigate through framework and standards documents to find areas relevant to this unit of competency</i></p> <p>provided care to at least different three babies and toddlers of varying ages using safe and hygienic practices, including:</p> <p>assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain setting up a safe environment conducive to rest changing nappies heating breast milk and formula, preparing bottles and preparing and heating food cleaning equipment and utensils, feeding babies</p>
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CHCCHILD301B	Support behaviour of children and young people	CHCECE006	Support behaviour of children and young people	N	<p>Significant changes to elements and performance criteria. About 20% text changes. New evidence requirements for assessment</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p><i>performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.</i></p> <ul style="list-style-type: none"> guided behaviour using positive support techniques with at least two children and/or young people <p>Skills must be assessed in the workplace.</p>
CHCIC301E	Interact effectively with children	CHCECE007	Develop positive and respectful relationships with children	N	<p>Significant changes to elements and performance criteria. About 90% text changes. New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p><i>performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.</i></p> <p>effective communication techniques including verbal and non-verbal ways to show respect</p>
NEW	NEW	CHCECE009	Use an approved learning framework to guide practice		<p>New Core unit no equivalent unit</p> <p>The candidate must meet all requirements of this unit of competency.</p>

CHCFC301A	Support the development of children	CHCECE010	Support the holistic development of children	N	<p>Significant changes to elements and performance criteria. Approximately 80% text change in elements and performance criteria.</p> <p>Note: CHCFC301A refers to children 0-12, whereas CHCECE010 refers to children 0-6. New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p><i>performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.</i></p> <ul style="list-style-type: none"> • supported the development of children in at least three different situations/activities (including different age groups and abilities), including: <ul style="list-style-type: none"> • interacting with children to holistically support development and learning appropriate to the child’s abilities and age • providing a variety of experiences and environments to support the different areas of children’s development (including a combination of physical, creative, social, emotional , language and cognitive)
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<p>CHCPR301C</p>	<p>Provide experiences to support children’s play and learning</p>	<p>CHCECE011</p>	<p>Provide experiences to support children’s play and learning</p>	<p>N</p>	<p>Significant changes to elements and performance criteria. About 50% text changes. New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <ul style="list-style-type: none"> • set up a safe environment on at least three occasions (including at least one indoor and one outdoor), including: <ul style="list-style-type: none"> • demonstrating effective selection and placement of equipment and resources, with consideration for safety of the children • guiding and facilitating individual children’s play and learning experiences, including allowing for children to make decisions • creating an environment that allows for individual and collaborative experiences <p>providing a range of experiences to stimulate children and aid learning, including those that allow exploration of natural materials, environments and experiences</p>
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<p>CHCPR302A</p>	<p>Support sustainable practice</p>	<p>CHCECE012</p>	<p>Support children to connect with their world</p>	<p>N</p>	<p>Significant changes to elements and performance criteria. About 80% text changes New evidence requirements for assessment, including volume and frequency requirements.</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p>supported practices that encourage children to connect to their environment on at least three occasions, including:</p> <p>providing children with a wide range of natural and recycled materials</p> <p>how to access:</p> <p>the National Quality Framework the National Quality Standards the relevant approved learning framework</p> <p>how to navigate through framework and standards documents to find areas relevant to this unit of competency</p>
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CHCPR303D	Develop understanding of children's interests and developmental needs	CHCECE013	Use information about children to inform practice	N	<p>Significant changes to elements and performance criteria. About 50% text changes. New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p>observed, documented and analysed information regarding at least three children of varying ages</p> <p>how to access:</p> <p>the National Quality Framework the National Quality Standards the relevant approved learning framework</p> <p>how to navigate through framework and standards documents to find areas relevant to this unit of competency</p>
CHCCHILD401B	Identify and respond to children and young people at risk	CHCPRT001	Identify and respond to children and young people at risk	N	<p>Significant changes to elements and performance criteria. About 30% text changes. New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p>implemented work practices which support the protection of children and young people,</p> <p>employing child-focused work practices to uphold the rights of children and young people</p>

HLTFA311A	Apply first aid	HLTAID004	Provide an emergency first aid response in an education and care setting	N	Imported from HLT Training Package
HLTWHS300A	Contribute to WHS practices	HLTWHS001	Participate in work health and safety	N	Imported from HLT Training Package
HLTHIR404D	Work effectively with Aboriginal and/or Torres Strait Islander people	HLTHIR404D	Work effectively with Aboriginal and/or Torres Strait Islander people		Same unit.

CHCAL307A	Comply with family day care administration requirements	CHCECE014	Comply with family day care administration requirements	N	<p>Significant changes to elements and performance criteria. About 40% text changes. New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate: collected and recorded accurate information about at least three children</p> <p>how to access:</p> <p>the National Quality Framework the National Quality Standards the relevant approved learning framework</p> <p>how to navigate through framework and standards documents to find areas relevant to this unit of competency</p> <p>Note: assessment conditions require 'Skills must be demonstrated in a family day care context within a regulated education and care service'</p>
CHCNAN301B	Attend to daily functions in home based child care	CHCECE015	Attend to daily functions in home based child care	N	<p>Significant changes to elements and performance criteria. About 20% text changes. New evidence requirements for assessment, including volume and frequency requirements.</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate: engaged in discussion with at least two carers/families about care requirements, and provided care to at least two children of varying ages</p>

<p>CHCCN511B</p>	<p>Establish and maintain a safe and healthy environment for children</p>	<p>CHCECE016</p>	<p>Establish and maintain a safe and healthy environment for children</p>	<p>N</p>	<p>Significant changes to elements and performance criteria. About 90% text change. New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p>established and maintained an environment that is safe and healthy for children in at least one service, including:</p> <p>enacting strategies to support children to take increasing responsibility for their own health and physical wellbeing</p> <p>how to access:</p> <p>the National Quality Framework the National Quality Standards the relevant approved learning framework</p> <p>how to navigate through framework and standards documents to find areas relevant to this unit of competency</p>
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<p>CHCFC502A</p>	<p>Foster physical development in early childhood</p>	<p>CHCECE017</p>	<p>Foster the holistic development and wellbeing of the child</p>	<p>N</p>	<p>Significant changes to elements and performance criteria. Note this unit supersedes CHCFC502, 503, 504, 505 and 506. New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 units would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <ul style="list-style-type: none"> • planned and provided at least three opportunities for children of varying ages to develop in a range of areas, including: <ul style="list-style-type: none"> • facilitating and supporting emotional and psychological development in children • encouraging self-help and independence of children • planning opportunities to foster children’s positive self-concept and self-esteem • providing a positive and safe environment to encourage children to express thoughts, feelings and ideas <p><i>performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in at least one regulated education and care service.</i></p> <p>how to access:</p> <p>the National Quality Framework the National Quality Standards the relevant approved learning framework, how to navigate through framework and standards documents to find areas relevant to this unit of competency</p> <p><i>Also additional knowledge evidence:</i></p> <p>relevant aspects of theories of children’s emotional and psychological development as they apply to the educator’s role</p> <p>links between social, physical, psychological and cognitive development, in-depth knowledge of a range of developmental theories for children between birth and 5 years of age, contextual factors which influence the children’s emotional and psychological development, factors which enhance the development of self-esteem and self-identity</p>
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<p>CHCFC508A</p>	<p>Foster children’s aesthetic and creative development</p>	<p>CHCECE018</p>	<p>Nurture creativity in children</p>	<p>N</p>	<p>Supersedes the combination of CHCCFC507A and 508A. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 units would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p>planned and provided at least three programs or active learning environments that foster creativity in for children of varying ages, including:</p> <p>creative experiences initiated by children dramatic and imaginative play opportunities creative approaches to routines opportunities for each child to develop self-expression and skills</p> <p>facilitated the active participation of at least three children of varying ages through encouragement, appropriate interactions and communications</p> <p>how to access:</p> <p>the National Quality Framework the National Quality Standards the relevant approved learning framework</p> <p>how to navigate through framework and standards documents to find areas relevant to this unit of competency</p>
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<p>CHCIC501B</p>	<p>Manage children’s services workplace practice to address regulations and quality assurance</p>	<p>CHCECE019</p>	<p>Facilitate compliance in an education and care services</p>	<p>N</p>	<p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p>developed at least one quality improvement plan, including:</p> <p>documenting and checking information for accuracy and completeness consulting with at least one other educator or service coordinator to review the plan</p> <p><i>performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.</i></p>
<p>CHCIC510A</p>	<p>Establish and implement plans for developing cooperative behaviour</p>	<p>CHCECE020</p>	<p>Establish and implement plans for developing cooperative behaviour</p>	<p>N</p>	<p>Significant changes to elements and performance criteria. About 50% text change New evidence requirements for assessment</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p>observed and analysed children’s behaviour, on at least three occasions, in a range of situations and contexts created, implemented and measured the effectiveness of at least one plan,</p> <p>how to access:</p> <p>the National Quality Framework the National Quality Standards the relevant approved learning framework</p> <p>how to interpret the relevance of framework and standards documents in guiding work in this unit of competency</p>

<p>CHCIC512A</p>	<p>Plan and implement inclusion of children with additional needs</p>	<p>CHCECE021</p>	<p>Implement strategies for the inclusion of all children</p>	<p>N</p>	<p>Significant changes to elements and performance criteria. About 50% text changes. New evidence requirements for assessment, including volume and frequency requirements.</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p>developed and implemented a plan for support and inclusion for at least one child,</p> <p>Knowledge Evidence</p> <p>how to access:</p> <p>the National Quality Framework the National Quality Standards the relevant approved learning framework</p> <p>and how to navigate through framework and standards documents to find areas relevant to this unit of competency</p> <p>range of additional needs that may be identified and the implications for the role of the educator,</p>
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<p>CHCPR502E</p>	<p>Organise experiences to facilitate and enhance children's development</p>	<p>CHCECE022</p>	<p>Promote children's agency</p>	<p>N</p>	<p>Significant changes to elements and performance criteria. About 80% text changes. Much greater emphasis on the child initiating activities and the educator following, rather than the other way around. The term 'children's agency' does not appear in the previous unit. New evidence requirements for assessment, including volume and frequency requirements.</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p>planned and implemented at least two programs that promote and encourage children's agency,</p> <p>Knowledge Evidence</p> <p>how to access:</p> <p>the National Quality Framework the National Quality Standards the relevant approved learning framework</p> <p>and how to navigate through framework and standards documents to find areas relevant to this unit of competency</p>
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<p>CHCPR509A</p>	<p>Gather, interpret and use information about children</p>	<p>CHCECE023</p>	<p>Analyse information to inform learning</p>	<p>N</p>	<p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p>Knowledge Evidence</p> <p>how to access:</p> <p>the National Quality Framework the National Quality Standards the relevant approved learning framework</p> <p>and how to navigate through framework and standards documents to find areas relevant to this unit of competency</p>
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<p>CHCPR510B</p>	<p>Design, implement and evaluate programs and care routines for children</p>	<p>CHCECE024</p>	<p>Design and implement the curriculum to foster children’s learning and development</p>	<p>N</p>	<p>Significant changes to elements and performance criteria. About 90% text change. New evidence requirements for assessment, including volume and frequency requirements</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p>designed and implemented curriculum on at least one occasion, including:</p> <p>evaluating and modifying environments to enhance opportunities for children’s learning from other educators, children and their families gathering information to use as a basis for design to address identified needs designing learning experiences to foster children’s development assessing and evaluating curriculum and learning experiences in accordance with guidelines</p> <p><i>performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in at least one regulated education and care service.</i></p> <p>Knowledge Evidence</p> <p>how to access:</p> <p>the National Quality Framework the National Quality Standards the relevant approved learning framework</p> <p>and how to navigate through framework and standards documents to find areas relevant to this unit of competency</p>
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<p>CHCPR515A</p>	<p>Develop and implement a program to support sustainable practice</p>	<p>CHCECE025</p>	<p>Embed sustainable practices in service operations</p>	<p>N</p>	<p>Significant changes to elements and performance criteria. About 80% text change. New evidence requirements for assessment, including volume and frequency requirements.</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p>supported sustainable practices within at least one education and care service</p> <p>Knowledge Evidence</p> <p>how to access:</p> <p>the National Quality Framework the National Quality Standards the relevant approved learning framework</p> <p>and how to navigate through framework and standards documents to find areas relevant to this unit of competency</p> <p>importance of community as a source of knowledge, skills and values,</p>
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<p>CHCRF511A</p>	<p>Work in partnership with families to provide appropriate care for children</p>	<p>CHCECE026</p>	<p>Work in partnership with families to provide appropriate care for children</p>	<p>N</p>	<p>Significant changes to elements and performance criteria. About 80% text change New evidence requirements for assessment, including volume and frequency requirements.</p> <p>A person holding the CHC08 unit would require the following additional evidence:</p> <p>Evidence that the candidate:</p> <p>worked collaboratively with at least three different families to support education and care, including:</p> <p>communicating information about children’s interests and development developing care strategies together engaging in discussion relevant to the child and family</p> <p>Knowledge Evidence</p> <p>how to access:</p> <p>the National Quality Framework the National Quality Standards the relevant approved learning framework</p> <p>and how to navigate through framework and standards documents to find areas relevant to this unit of competency</p>
		<p>HLTWHS003</p>	<p>Maintain work health and safety</p>		

Qualification Comparisons

<p>CHC30113 Certificate III in Early Childhood Education and Care</p>	<p>This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children’s wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.</p>
<p>CHC30712 - Certificate III in Children's Services</p>	<p>This qualification covers workers who use organisation policies, procedures and individual children's profiles to plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes. Depending on the setting, workers may work under direct supervision or autonomously. Occupational titles may include: Early childhood educator, Playgroup supervisor, Family day care worker, Outside school hours care assistant, Recreation assistant, Childhood Educator, nanny, mobile assistant, childhood educator assistant</p>
<p>CHC50113 Diploma of Early Childhood Education and Care</p>	<p>This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard.</p> <p>They may have responsibility for supervision of volunteers or other staff.</p>
<p>CHC50908 Diploma of Children's Services (Early childhood education and care)</p>	<p>This qualification covers workers in children's services who are responsible for planning, implementing and managing programs in early childhood services, in accordance with licensing, accreditation and duty of care requirements. At this level:</p> <p>Workers have responsibility for supervision of other staff and volunteers. In most states it is the highest qualification required at director or service manager level for children's service centre-based care.</p> <p>It is noted that whilst this qualification equips workers to work with children from 0-5 years of age, some workplaces and jurisdictions require workers to have skills and knowledge to work with children in both early and middle childhood (i.e. aged 0-12 years).</p> <p>Where workers are required to work across the span of development from 0-12 years, candidates should receive training and/or assessment across this broader span of development and in addition to the qualification, be awarded a Statement of Attainment for achievement of the Middle childhood development skill set.</p>

Summary of qualification packaging rules

CHC30113 Certificate III in Early Childhood Education

Total number of units = 18

- 15 core units
- 3 elective units
- at least 1 must be selected from the electives listed below
- up to 2 units may be selected from any endorsed Training Packages or accredited courses – these units must be relevant to the work outcome.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

Core units

CHCCS400C Work within a relevant legal and ethical framework

CHCECE001 Develop cultural competence

CHCECE002 Ensure the health and safety of children

CHCECE003 Provide care for children

CHCECE004 Promote and provide healthy food and drinks

CHCECE005 Provide care for babies and toddlers

CHCECE007 Develop positive and respectful relationships with children

Community Services and Health Industry Skills Council

Appendix A - Mapping of Units of Competency in Certificate III and Diploma of Early Childhood Education Qualifications

CHCECE009 Use an approved learning framework to guide practice

CHCECE010 Support the holistic development of children in early childhood

CHCECE011 Provide experiences to support children's play and learning

CHCECE013 Use information about children to inform practice

CHCPRT001 Identify and respond to children and young people at risk

HLTAID004 Provide an emergency first aid response in an education and care setting

HLTWHS001 Participate in work health and safety

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Elective units

CHCECE006 Support behaviour of children and young people

CHCECE012 Support children to connect with their world

CHCECE014 Comply with family day care administration requirements

CHCECE015 Attend to daily functions in home based child care

CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

CHCSAC004 Support the holistic development of children in school aged care

CHCORG303C Participate effectively in the work environment

CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

HLTHIR403C Work effectively with culturally diverse clients and co-workers

BSBINN301A Promote innovation in a team environment

Community Services and Health Industry Skills Council

Appendix A - Mapping of Units of Competency in Certificate III and Diploma of Early Childhood Education Qualifications

BSBSUS301A Implement and monitor environmentally sustainable work practices

SRCCRO008B Interact positively with infants, toddlers and parents in a recreation environment

CHC50113 Diploma of Early Childhood Education and Care

Total number of units = 28

- 23 core units
- 5 elective units, of which:
 - at least 2 must be selected from the elective units listed below
 - up to 3 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

Core units

CHCCS400C Work within a relevant legal and ethical framework (also in Cert III)

CHCECE001 Develop cultural competence (also in Cert III)

CHCECE002 Ensure the health and safety of children (also in Cert III)

CHCECE003 Provide care for children (also in Cert III)

CHCECE004 Promote and provide healthy food and drinks (also in Cert III)

CHCECE005 Provide care for babies and toddlers (also in Cert III)

CHCECE007 Develop positive and respectful relationships with children (also in Cert III)

CHCECE009 Use an approved learning framework to guide practice (also in Cert III)

CHCPRT001 Identify and respond to children and young people at risk (also in Cert III)

HLTAID004 Provide an emergency first aid response in an education and care setting (also in Cert III)

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people (also in Cert III)

CHCECE016 Establish and maintain a safe and healthy environment for children

CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

CHCECE018 Nurture creativity in children

CHCECE019 Facilitate compliance in an education and care services

CHCECE020 Establish and implement plans for developing cooperative behaviour

CHCECE021 Implement strategies for the inclusion of all children

CHCECE022 Promote children's agency

CHCECE023 Analyse information to inform learning

CHCECE024 Design and implement the curriculum to foster children's learning and development

CHCECE025 Embed sustainable practices in service operations

CHCECE026 Work in partnership with families to provide appropriate education and care for children

HLTWHS003 Maintain work health and safety

Elective units

BSBINN502A Build and sustain an innovative work environment

BSBLED401A Develop teams and individuals

BSBSUS501A Develop workplace policy and procedures for sustainability

CHCINF407D Meet information needs of the community

CHCORG428A Reflect on and improve own professional practice

CHCORG506E Coordinate the work environment

CHCORG614C Manage a community sector organisation

CHCORG624E Provide leadership in community services delivery

CHCORG627B Provide mentoring support to colleagues

CHCPOL403C Undertake research activities

CHCPOL504B Develop and implement policy

CHCSAC005 Foster the holistic development and wellbeing of the child in school age care

HLTHIR403C Work effectively with culturally diverse clients and co-workers

PSPMNGT605B Manage diversity

Qualification mapping information, including equivalence table linking old to new qualification

Qualifications					
CHC08 Community Services Training Package		CHC08 Community Services Training Package		Equivalency	Notes
Code	Title	Code	Title		
CHC30712	Certificate III in Children's Services	CHC30113	Certificate III in Early Childhood Education and Care	N	Updated from having 11 core units and 4 electives to 15 core units and 3 electives.
CHC41212	Certificate IV in Children's Services (Outside School Hours Care)	CHC40113	Certificate IV in School Age Education and Care	N	Updated from having 12 core units and 4 electives to 15 core units and 3 electives.
CHC50908	Diploma of Children's Services (Early Childhood Education and Care)	CHC50113	Diploma of Early Childhood Education and Care	N	Prerequisites removed. Updated from having 13 core units and 5 electives to 24 core units and 5 electives.
CHC51008	Diploma of Children's Services (Outside School Hours Care)	CHC50213	Diploma of School Age Education and Care	N	Entry requirements removed. Updated from having 11 core units and 7 electives to 18 core units and 7 electives.
CHC60208	Advanced Diploma of Children's Services				Deleted