

**Mapping Matrix**    *from* - **CHC30712 Certificate III in Children’s Services**  
*to* - **CHC30113 Certificate III in Early Childhood Education and Care**

This mapping tool only includes additional training and assessment requirements for each unit.  
 Changes to wording or additional words are highlighted in **bold** type

Unit of competency: CHCECE014 Comply with family day care administration requirements			
Supersedes <a href="#">CHCAL307A</a> - Comply with family day care administration requirements			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
1. Perform administration activities in line with legislative and organisational requirements	1.2 <b>Follow organisational processes</b> to update coordination unit regarding changes to families’ contact details and care requirements	New element &- criteria with new wording	
	1.3 Provide administrative, policy and procedural information to parents in line with organisational requirements	New criteria	
	1.4 Communicate leave arrangements to families, including alternative care arrangements	New criteria	
	1.5 Monitor the number of children in care in line with legislative limits	New criteria	
	1.6 Maintain records in a secure and confidential manner	New criteria	
2. Record required information using appropriate forms (Old qualification has incorrect performance criteria numbers)	2.4 Accurately record information by using standard forms to record all contact details, parent/carer consents, emergency information, child health and <b>other required documentation</b>	New wording	
3. Follow organisational requirements for taxation and insurance	3.1 Keep receipts and record details to meet audit and taxation requirements	New criteria	
	3.2 <b>Plan a schedule to ensure</b> timely taxation payments		

**Unit of competency: CHCECE014 Comply with family day care administration requirements**

Supersedes [CHCAL307A](#)- Comply with family day care administration requirements

**Foundation skills**

*The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.*

- *Reading* – in order to interpret and apply applicable legislative and regulatory requirements relevant to operating a family day care service
- *Numeracy* – in order to plan and perform basic business calculations

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

New

**Performance evidence**

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks **at least once**:

- collected and recorded accurate information about **at least three children**
- maintained a schedule of taxation requirements, tax records and receipts
- prepared and used attendance lists, emergency contact forms, permission forms and timesheets on at least **three separate occasions**.

New

**Unit of competency: CHCECE014 Comply with family day care administration requirements**

Supersedes [CHCAL307A](#)- Comply with family day care administration requirements

**Knowledge evidence**

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- 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
- rules for administration of family fee subsidies including taxation requirements, organisational standards, policies and procedures.

New

**Assessment conditions**

Skills must be demonstrated in a family day care context within a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

New

**Mapping Notes:**

The following performance criteria link or map:

From old	1.1	1.3 & 5.3	1.4	1.5	3.1 (2.1)	4.2	2.3	2.4	3.1	3.3	3.4
to new	1.1	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1	3.2	3.3

The following knowledge evidence is covered in the range statements:

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