

Mapping Matrix *from* - CHC50908 Diploma of Children's Services (Early childhood education and care)
to - CHC50113 Diploma of 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: CHCECE016 Establish & maintain a safe & healthy environment for children Supersedes CHCCN511B - Establish and maintain a safe and healthy environment for children			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
<p>All elements and performance criteria in this unit are new with the exception of- 4.4 Advise families and public health authorities where necessary of cases of infectious diseases at the service and provide them with relevant information.</p> <p>This unit will need to be taught.</p>			
Foundation skills			
<p>The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.</p> <p>Reading - in order to interpret and apply relevant legislative and regulatory requirements, including National Quality Standards, required for ensuring safety in a service.</p> <p>The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.</p>		<p>New</p>	

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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:

- established and maintained an environment that is safe and healthy for children in **at least once** service, including:
 - communicating hazards and safety issues to appropriate persons within the service
 - coordinating emergency responses including evacuation plans
 - planning and coordinating supervision of children
 - promoting and monitoring safety practices, including administration of medicines and safe handling of food
 - coordinating appropriate procedures for handling infections and illnesses, including communicating with families
 - enacting strategies to support children to take increasing responsibility for their own health and physical wellbeing.

New

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
 - common childhood illnesses and appropriate responses
 - strategies for minimising risk
 - notifiable diseases
- organisational standards, policies and procedures.

New

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Assessment conditions

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
- evacuation plans
- health and safety procedures and policies, including food-handling, travel and medication administration.

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

Mapping Notes:

The following performance criteria link or map:

From old	5.5
to new	4.4

This mapping was a collaborative project between Sherylyn Brakey (TasTAFE), April Bradford (Campbell Page), Christine Mayfield (Stepping Ahead), Aimee Woods (Lady Gowrie) and Roger O'Meagher (ECA)