

**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**

<b>Unit of competency: CHCECE019 Facilitate compliance in an education and care service</b>			
Supersedes <a href="#">CHCIC501B</a> - Manage children's services workplace practice to address regulations and quality assurance			
<b>Elements of Competency/Performance Criteria</b>	<b>Changes</b>	<b>Gaps to address in transition</b>	<b>Delivery Notes</b>
<i>1. Interpret the National Quality Framework</i>	<p>1.1 Analyse the components of the National Quality Framework (NQF) and their relevance to the service</p> <p>1.4 Clarify details and requirements of the assessment and rating process and share information with all staff in the service</p>	<p>New criteria</p> <p>New criteria</p>	
<b>2. Facilitate an organisation self assessment</b>	<p>2.1 Determine ways to collect information from staff, children, families and the community to inform self-assessment on a regular ongoing basis</p> <p>2.2 Share ideas with colleagues and involve them in the collection of information to inform the self-assessment</p> <p>2.3 Record the information collected during the self-assessment process against the standards and elements in the NQF</p> <p>2.4 Ensure the self-assessment is available at the service to inform discussion of the assessment and rating process</p>	New element & criteria	
<i>3. Facilitate the development of a quality improvement plan</i>	<p>3.1 Use the information gathered in the self-assessment process to inform the creation of the quality improvement plan</p> <p>3.2 Collaborate with others to decide upon the strengths and the key improvements sought within the service</p> <p>3.3 Work in collaboration with others to focus on how the key improvements sought will be reflected in the improvement plan</p>	<p>New criteria</p> <p>New criteria</p> <p>New criteria</p>	

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	3.4 Record all of the required information in the plan	New criteria	
4. Coordinate the service for a site visit	4.1 Inform all stakeholders that the service has been selected for assessment and rating and that the assessment and rating process has commenced	New criteria	
	4.2 Schedule <b>meetings</b> with stakeholders and staff where appropriate (mapped from IC501B)	New wording	
	4.3 <b>Check for accuracy</b> and completion of all documentation required for examination	Added wording	
	4.4 Ensure all staff understand what may be required of them during the assessment visit (mapped from IC501B)	New criteria	
<b>Foundation skills</b>			
<p><i>The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.</i></p> <ul style="list-style-type: none"> <li><i>Reading</i> – in order to analyse and apply applicable legislative and regulatory requirements, including the National Quality Standards, relevant to the service.</li> </ul> <p>The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.</p>		New	

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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 at **least once**:

- checked and maintained compliance in an education and care service, including:
  - interpreting and applying the requirements outlined in the National Quality Framework in **at least one** education and care service
  - facilitating a self-assessment process in **at least one** education and care service
- developed **at least one** quality improvement plan, including:
  - documenting and checking information for accuracy and completeness
  - consulting with at least one other educator or service coordinator to review the plan

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.

New

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**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 identified work role

These include knowledge of:

- how to access:
  - the National Quality Framework
  - the National Quality Standards
  - the relevant approved learning framework
- **how to interpret** the relevance of framework and standards documents in guiding work in **this unit of competency**
- processes for engaging stakeholders in the planning and consultation stages of quality assurance

New

**Assessment conditions**

Skills must be demonstrated in 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	IC501B 4.2	IC501B 4.3
to new	4.1	4.3

The following knowledge evidence is covered in the range statements:

- other legislation, standards and regulations relevant to the children's services industry
- support systems, including government and non-government consultants, resources and personnel
- best-practice principles and emerging trends in service delivery area.

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